

Childhood Education

The Magazine for Teachers of Young Children

DOROTHY E. WILLY, Editor

FRANCES McCLELLAND, Associate Editor

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Next Month—

■ It is obvious to the most disinterested observer that radical revision in the traditional social studies curricula of the elementary and lower school is needed. Next month's issue which is being compiled by Lucy Gage of Peabody College for Teachers in Nashville, Tennessee, will attempt to show what revisions need to be made in social studies programs, and will discuss and evaluate the contributions the social studies can make to personality development.

—The Editors.

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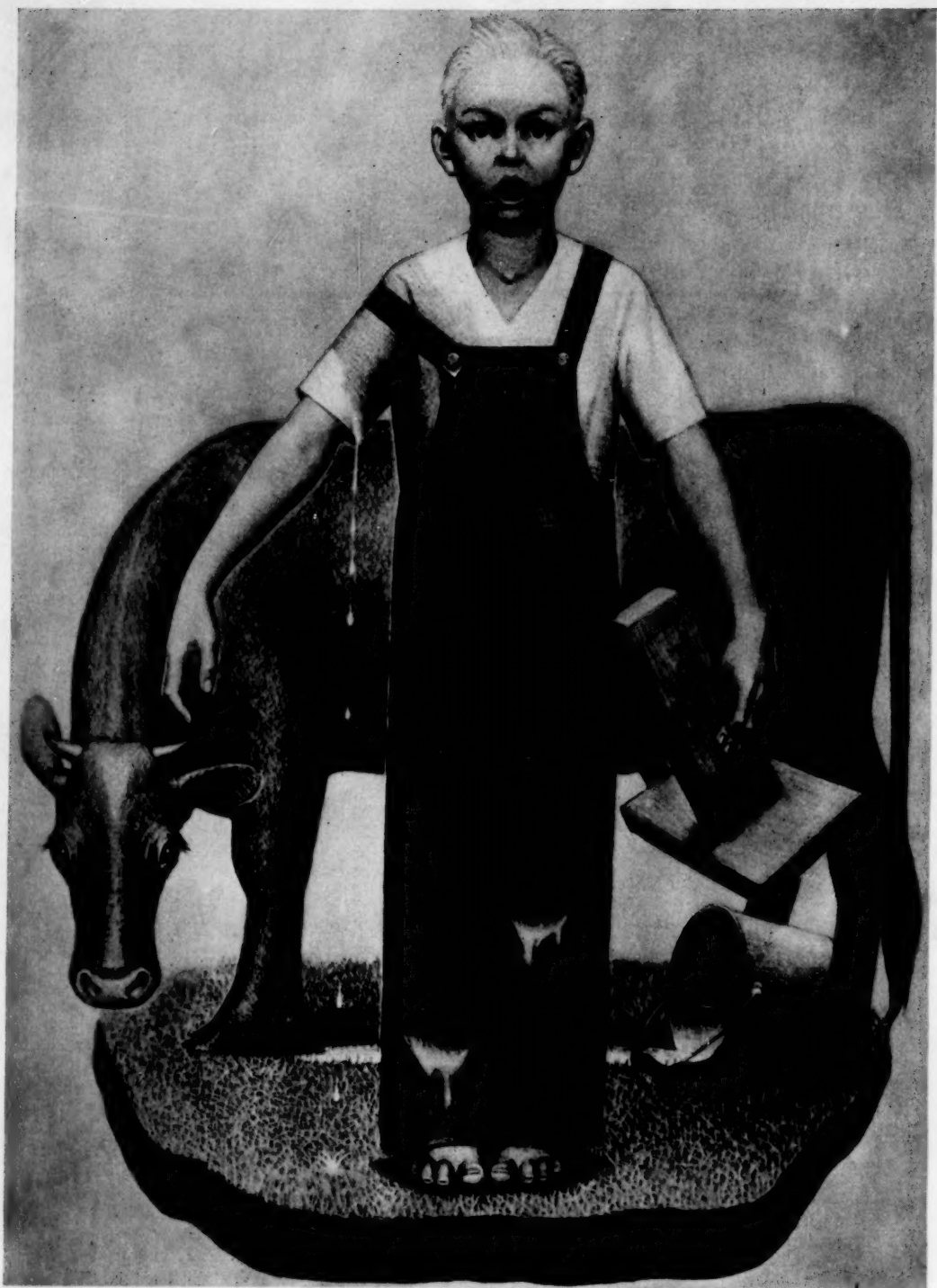


Illustration by Grant Wood

Boy Milking Cow

*From Farm on the Hill (Scribners)
By Madeline Darrough Horn
Used by permission of the publisher*

Editorial Comments

Good Beginnings

HOW READILY we human beings respond to the new, the fresh and the unspoiled qualities of our daily existence. The clean, unspotted page tempts us to try the brush, the pen, the pencil. The unexplored path entices us to unknown pleasures or trials of strength. The new day rouses us to renewed efforts and vigorous planning. Each new year calls forth analysis and resolutions. We cherish the hope that the fresh start will find us equal to the task. The idea of another chance to prove ourselves appeals to even the weakest of us.

The school year stretches ahead with its uncertainty and challenge. Back from holidays rich in their offerings of changed routines, relaxation, new friends, intensive study, travel or engrossing but different work, we arrive refreshed and rededicated to our profession at the starting point of another adventure. Just how the undertaking will succeed or just what steps are to be taken, none can exactly tell. But we can at least make certain that the preparations for the venture are well made and that the lure found in the beginning is sound as well as attractive.

THE ACCEPTED notion that little children turn reluctantly from joyous, care-free holidays to the dull routine of school appears false as we observe the eagerness with which they anticipate their first day in school or make plans for the return to a partially familiar and cherished setting. They arrive early and many linger. This curious, enthusiastic, responsive, capable crowd troops joyously to greet old friends and attends with all seriousness to its own important affairs.

The school community is ready to get into action with the arrival of its members. The reunited school family with its welcome new additions hastens through the open doors of a clean and attractive building to establish its residence. Playground, shops, classrooms, and libraries, tempt all to work and play. Carefully selected equipment and materials invite individuals and groups to better acquaintance as they investigate, experiment, and construct. Flexible time schedules encourage reunions and plans. Serene, well-poised adults secure in well-made preparations inspire confidence and enlist cooperation as they welcome, listen, watch and encourage. The best the school has to offer is made evident in its carefully planned, hearty and sincere welcome to another year's adventure in work, play and companionship. Of such are *good* beginnings made.

—JEAN BETZNER

Why Publish *Childhood Education*?

WHY HAVE teachers interested in primary, kindergarten, and nursery education been so ambitious as to publish *Childhood Education*, the only journal owned and edited by teachers? The reasons are similar to those of other professional groups who have their own organ to disseminate information, further their purposes, and coordinate their policies.

Would any intelligent person question the need for and the value of the services rendered the medical profession by their medical journals? Would we be found in the waiting room of a physician who was not a regular subscriber and reader of the journals designed to keep him abreast of the rapid changes being made in the science of medicine?

If we wish education for young children to go forward, not backward, nor tarry with yesterday, we must use every means of raising the level of thinking and of improving the practices in the teaching profession which at present is a profession in name only.

Childhood Education makes available to teachers and parents of young children, at a nominal cost, the soundest and most advanced educational theories, experimental evaluations of those theories, and records of progressive educational practices. It is unique in that it does not duplicate the services of other educational journals but rather complements them by its emphasis on the child development point of view. Without doubt, *Childhood Education* is the most potent means we now have of speeding up our thinking and of modernizing our practices at this level.

THERE ARE those who question whether we have or will ever have a science of education, but no one can deny that there are movements which are bringing about rapid changes in education, especially for the young child, both in the home and in the school. As education moves forward to any given point, parents and teachers in service will need re-educating at that point. A professional journal in the hands of every classroom teacher is the surest, most effective, and most economical means to that end.

In the last analysis, education is the transfer of life from the living, through living, to the living. The editorial staff of *Childhood Education* pools the contributions of the leaders in childhood education and makes it possible for all teachers of young children, even the beginner, to step on the shoulders, so to speak, of all past and present leaders.

Childhood Education is a professional journal of the teachers, for the teachers and by the teachers of childhood education.

—MAYCIE SOUTHALL

These editorials were contributed by the two new officers of the Association for Childhood Education. Miss Betzner is the vice-president representing primary grades and is assistant professor of education at Teachers College, Columbia University. Miss Southall is the secretary-treasurer and is professor of elementary education at Peabody College in Nashville, Tennessee.

Growing in Responsibility*

HAROLD H. ANDERSON

NO PARENT or teacher would question the desirability of having a child grow up to be responsible for his own behavior. In theory all teachers and parents are striving toward this goal. The fact that irresponsible behavior in children seems so common is due more to confusion than to lack of purpose. What does it mean to become responsible for one's own behavior?

The word responsibility comes from the same word as responding. A problem of responsibility arises from every human act that concerns the activity of anyone else. Being responsible is not something that happens when the child becomes twenty-one years of age. Being responsible is something that happens every day of one's life; it is something that grows and changes.

DEPENDENCE AND INDEPENDENCE

Any act that affects the behavior of another person creates responsibility. At birth the parents accept responsibility for the child's behavior. They do not expect the child to be "responsible" for anything. The child is said to be "dependent" on the parents.

Somewhere in the events that happen between birth and maturity a change in this relationship is expected to come about. At maturity the child is expected to be responsible for himself and not to be dependent on parents or teachers. Independence means being responsible for one's own acts.

The change between dependence and independence does not come about suddenly. The change is interwoven with the hundreds

It is generally agreed that one of the goals in education is the development of children who will become responsible, independent beings, capable of making wise judgments and decisions and of disciplining themselves. Mr. Anderson, research assistant professor at the Iowa Child Welfare Research Station, tells what it means to grow in responsibility and shows how this growth comes about.

and thousands of daily experiences of the child. Growth in responsibility is so much a part of the daily process of responding to those about him as to be scarcely perceptible.

SELF-ASSERTION AND ENVIRONMENTAL DEMANDS

At birth there is a minimum of self-assertion in the infant. At birth also the environment makes practically no demands on him.

Gradually, however, changes occur in both the child and in the environment. The environment begins to make demands on the child. The child increases in control of his body and in his understanding of the desires of those about him. As he increases in mental and motor ability, he finds new forms of self-expression. As he increases his abilities to creep or toddle and get about the house, he finds new worlds to explore and new means of self-assertion.

As his capacities and his insight and understanding develop, however, persons in his environment make greater and more complex demands on the child. They expect him to behave in such a way that his self-expression and self-assertion cause a minimum of inconvenience to others. By gradual stages the child grows in self-dependence; he becomes responsible for his own activities in which others are directly or indirectly concerned.

* This article is adapted from two chapters on "Growing in Responsibility" and "Discipline" in the book, *Living With Children in the Family*, to be published by D. Appleton-Century Co., New York, early in 1937.

GROWTH IN SELF-DEPENDENCE IS IRREGULAR

The stages of development of self-dependence are not smooth. Many factors enter in to throw out of balance the relationship between the child's interests and capacities and the demands of his environment. Some of the factors that make this growth process difficult are the following:

Environmental expectations are highly variable. Every teacher knows that some children are much more self-reliant than others. Every primary teacher has seen children who talked clearly and distinctly at home and at school, while others had parents who still conversed with the child in a mumble-jumble form of baby talk.

The opportunities for self-assertion or achievement which a child finds in his environment vary.

Individual differences in children make it difficult to know what demands to make on a particular child.

The child and his environment are changing at different rates. Without a great deal of individual attention, the demands of a school room cannot increase in proportion to the capacities and learning of all the children in the room.

RESPONSIBLE BEHAVIOR IS BOTH SPONTANEOUS AND HARMONIOUS

The aims of family life as well as of education and child guidance are to help the child achieve maximum development and at the same time to live harmoniously with others. The child achieves maximum development only through spontaneous behavior. Harmony with others is also achieved only through spontaneous behavior. Spontaneous behavior is behavior in which one makes his own decisions, expresses his own ideas, makes his own choices, acts according to his own intelligence and his own judgment.

Responsibility for *one's own behavior* means that within the limits of one's own capacities, experiences and judgment his behavior will be in harmony with the purposes of other persons.

There is no responsibility for *one's own behavior* where there is not harmony in pur-

poses. The same assurances for harmony in purposes are not found when one assumes responsibility for the behavior of another person or makes decisions for him.

When a small child takes responsibility for his own bladder control, he is, in effect, assuring others in his environment that his behavior in this respect will be in harmony with their own purposes. When a teacher by the use of authority keeps her school room in order, it is the teacher who is taking the responsibility for the children's good behavior; she is assuring no one of harmony; she is merely showing a determination that the children's behavior shall carry out her own purposes. However justified she may be on the grounds of a quiet, orderly room, from the standpoint of personality development she is achieving only conformity to her own ideas.

One helps the child to become responsible for his own behavior only to the extent that one can help him to find a harmony of purpose with others, or to expend his energies *with* others rather than *against* others.

Teachers can cooperate with parents in taking leadership in achieving a harmony of life for the child during the long and difficult transition which the child makes while growing from dependence to independence.

OBEDIENCE IS NOT RESPONSIBLE BEHAVIOR

A child can be responsible for his own conduct only if this conduct is the result of his own decision based upon his own experience. If he does not make the decision voluntarily or spontaneously, the decision has been made by someone else. If the decision has been made by someone else, the child is not responsible for it. Obedience is behavior that results not from a decision or from the judgment of the child, but from the decision and the judgment of someone else. Obedience cannot be responsible behavior.

One of the most common excuses given for inadequate behavior is the remark, "Oh I can't help it; I'm doing just what I was told

to do." Such a remark is a direct denial of responsibility, and direct admission of dependence, a virtual declaration that one had no intention of letting his own judgment influence his behavior at that moment.

The "goody-goody" child who always obeys and who never does anything wrong is not dependable; he is an irresponsible weakling with no ideas of his own and no courage. Put him in an unexpected situation where he has to think quickly and act on his own judgment and he will show anything but adequate behavior. Send him out into the world where no one watches over him and no one makes up his mind for him and he becomes homesick.

The use of authority achieves only conformity, but the conformity lasts only as long as the supervision or coercion is actively present. Teachers by the score will testify that they cannot leave their children alone even for a short time unsupervised. If the child gets into trouble while his teacher is out of the room, this is evidence that the teacher and child are expending their energies not in harmony with each other but in irritating opposition. It means that the child is not being given sufficient opportunity to make decisions for himself. When he does take matters into his own hands his judgment is distorted by the resistance or negativism which he feels toward the use of authority over him.

To use authority or to command obedience is a simple way of telling the child that one does not have confidence in him, that one distrusts either his judgment or his good intentions. There is no child who is insensitive to distrust and disrespect. He cringes under it or he fights against it.

WHEN IS OBEDIENCE JUSTIFIED

When the goals of the teacher and the child conflict, obedience is justified only if conformity at the moment has greater social value.

If an eight-year-old boy uses his pocket knife on the desk, obedience at the moment

may be justified in order to save the desk. It should be remembered, however, that obedience in such a situation is only a temporary measure. It takes responsibility from the child and does nothing to help the child or the adult reach a better understanding of each other or to find a harmony of purpose. Obedience may only intensify the conflict.

Obedience does not contribute to growth. It may produce a temporary calm by stifling the child's activity but this calm must not be taken for a harmony of purpose. Obedience stifles growth, or it increases discord.

THE AIMS OF DISCIPLINE

Discipline aims to cultivate the greatest growth of the capacities of the child as an individual who is different from other individuals and to achieve this growth through activities that in turn permit the greatest growth and satisfactions for others. Discipline means that the growth and achievement of one individual shall be in harmony with the growth and achievement of those about him.

The aims of discipline are thus to develop in the child responsibility for his own behavior. Real discipline therefore must be self-discipline. Self-discipline cannot be achieved through obedience. Self-discipline, by definition, is achieved only through spontaneous behavior in which the child acts not according to the judgment and decisions that come from outside himself but in which he acts on his own judgment, his own experience, his own decisions. There are no short-cuts in developing judgment. Judgment develops only through spontaneous behavior, through acting on many opportunities for making decisions for one's self. It is to be expected that in the process of growth in self-discipline many mistakes will be made, many errors in judgment will appear. Children should be allowed to make mistakes in early childhood when the consequences of error and poor judgment are less costly, and the costs should be charged to "educational expense."

Schoolroom Lighting

J. SHEPARD BARTLETT

THE tremendous importance of proper lighting cannot be fully appreciated until we know a few of the fundamentals involved in our seeing processes and the extreme differences between the way we use our eyes today and the way our eyes were meant to be used.¹

During those thousands of years in which our eyes were being developed to their present stage of perfection as our most priceless possession, our seeing tasks were vastly different from those at which we use them today. Our eyes were built for the high intensities of sunlight, out of doors. Today, in the average home, office or school, we are forcing our eyes to work under intensities one two-hundredth as great as those for which they were developed. And our seeing tasks are very much more difficult. There was less reading, sewing, and studying in those early years.

Not so many generations ago we had little to do after sundown because there was no convenient and safe artificial illumination; our forefathers went early to bed instead of spending half the night in reading or playing cards or being entertained at a movie. Our eyes are used 30% more for difficult visual tasks than they were a few hundred years ago, and under lighting conditions for which they are completely unfitted.

This abuse of our eyes, from the point of view of the tasks they were meant to perform for us, has taken its toll in the seeing ability of our race. In spite of the fact that normal vision is almost universal at birth, a terrific prevalence of defective vision has developed

The effects of light on the growth of soy beans are rather well known, but very few experiments have been made of the effect of light on human beings, especially on children in the schoolroom where lighting is notoriously inadequate. As you begin a new year, pay particular attention to the lighting conditions in your schoolroom. Correct as many of the defects as possible and thus add to the efficiency and comfort of yourself and your pupils. Mr. Bartlett is managing director of The Electric Institute, Washington, D.C.

until in this country today we find conditions as reflected in the accompanying table:

PERCENTAGE OF DEFECTIVE VISION BY AGES			
Age	% of defective vision	Age	% of defective vision
Under 20	23%	40 to 50	71%
20 to 30	39%	50 to 60	82%
30 to 40	48%	over 60	95%

To apply these data specifically to children of school age, reports by school authorities of thirty-four large cities in eighteen states on 500,000 students show 22% defective vision in public schools with 13% corrected and 9% uncorrected; 40% defective vision in col-

1. Even on sunny days, outside light cannot be relied upon to give adequate classroom lighting. Here are shown the lighting intensities near the windows and at the far row of desks on bright, cloudy, and dark days. The figures represent foot-candle readings at the several locations.

2. If automatic control is not installed, lighting fixtures in the row away from the windows should be left on most of the time. The resultant lighting intensities are represented here, rather a make-shift compared with the illustration below, but a decided help to those sitting away from the windows.

3. This excellent example of modern practice in classroom lighting is automatically controlled to give from sixteen to nineteen footcandles of well distributed lighting on the desks without objectionable glare and reflection.

¹ *Why We See Like Human Beings*, a fascinating story of lighting with excellent charts for class presentation, has just been published by the Better Vision Institute, RCA Building, New York City. Teachers interested in lighting will find this small book most helpful.

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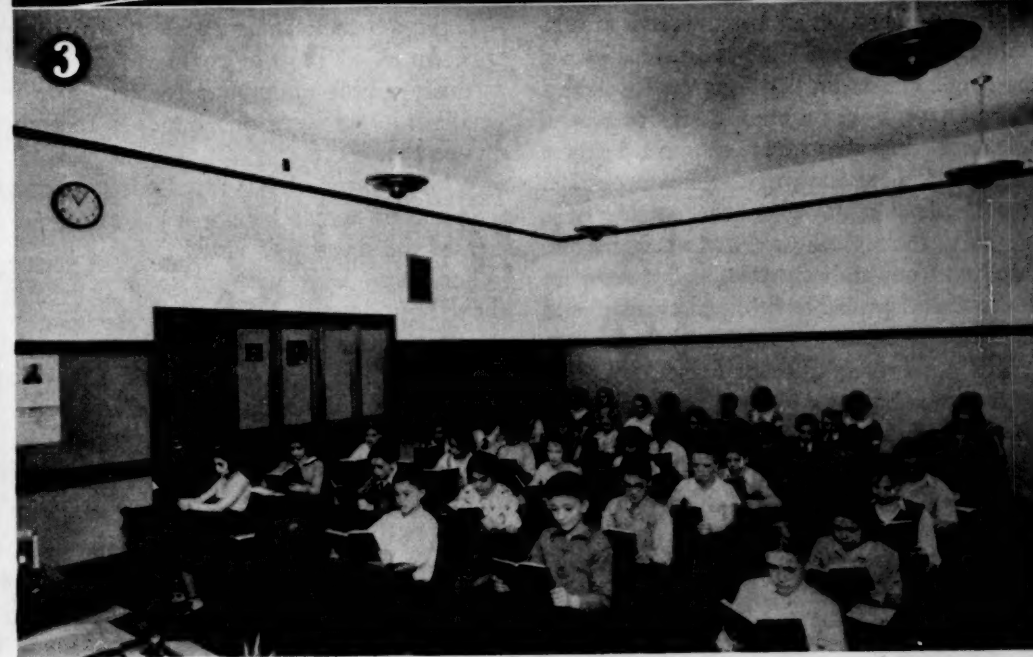
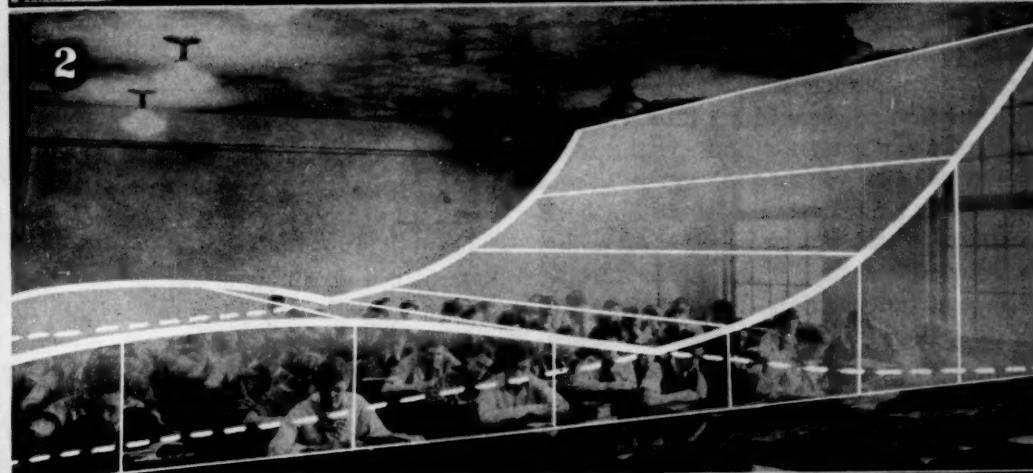
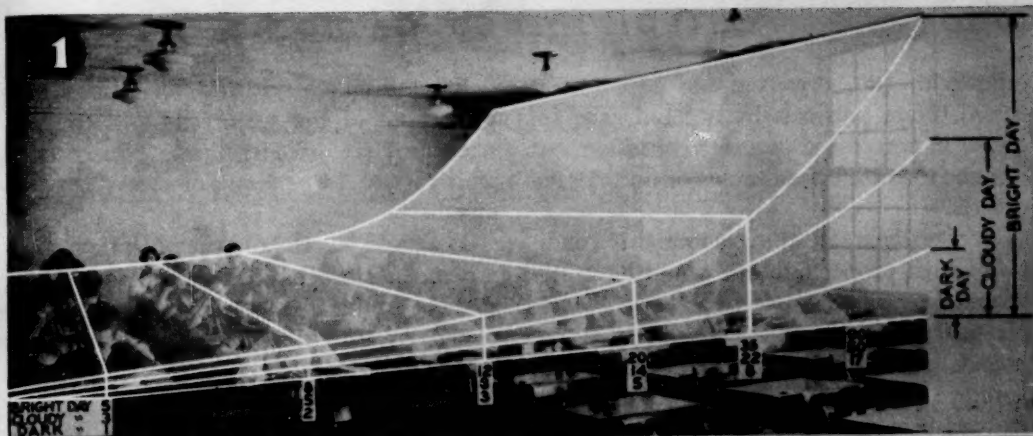
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leges with 18% corrected and 22% uncorrected. Note particularly, not only the increase in percentage of defective vision, but also the increase in percentage of uncorrected defects.

The really tragic thing about this condition is that proper lighting would have prevented most of this defective vision. A simple analysis of the three essentials in the process of seeing will bring out the importance of light. The first two essentials are our eyes without which, of course, we could not see, and our seeing tasks—something to look at. Our eyes took millions of years to reach their stage of perfection so that they can be changed but little. Our seeing tasks will remain practically the same; we, personally, cannot change the size of type in our newspapers and books. But light, the third essential in the process of seeing, we can change to suit our need. We can change its intensity, its direction, its color, or its quality. It is the only one of the essentials which can be altered to fit our present-day needs. This is why more can be done about preventing defective vision by consideration of light and lighting intensities, than can be done through almost any other means.

In the days of the little red school house, the single classroom had light on four sides. Now-a-days, light on one side is the general rule, and often that side faces a court where only the indirect rays of the sun penetrate. Just inside a window on the outside of a building, the lighting intensity may be two hundred footcandles. At the first row of desks, it has probably dropped to fifty, and at the opposite side of a twenty-foot room, it will not exceed three or five footcandles, even on the brightest day. If this is the case on a bright day, it is easy to imagine what the conditions would be on a cloudy day or during the late afternoon hours of mid-winter.

Several rather startling revelations have grown out of the recent study of the new science of seeing. Here are a few of them which it would be well for everyone to remember:

If a child has to hold the book he is reading much closer than fourteen inches, the chances are his eyes are being strained. The remedy is eye-glasses or better lighting, or both.

A man who uses his eyes under poor lighting conditions for prolonged periods frequently suffers more nervous-muscular tension than a manual worker.

Poor lighting is one of the causes of near-sightedness.

It takes three times as much light to read a newspaper with the same ease as it does a well-printed book.

Good lighting aids defective eyes even more than it does normal eyes.

Reading with only the page brightly illuminated often causes unnecessary eyestrain and fatigue; some light should be permitted to go to the ceiling, from which it is reflected to other parts of the room so as to reduce the harsh contrast, which is bad for the eyes.

Light acts as a "magnifier" of small details. An object must be twice as large to be as easily visible under one footcandle as it would if there were one hundred footcandles on the object.

While civilization has lifted burdens from the backs of human beings, it has greatly increased the severity of visual tasks.

For those who wish more information about lighting, the American Standards Association has a pamphlet called "Standards of School Lighting." These standards were prepared under the joint auspices of the Illuminating Engineering Society and the American Institute of Architects. Copies of these standards will be sent readers upon request to the editors.

Materials and Equipment for the Younger Children

CLARA C. LYDEN

BECAUSE I was going to teach children of kindergarten age I went to Columbia last summer with the idea of concentrating on four- and five-year-olds. But one day in class Dr. Stoddard said, "If you want to understand the age level you are dealing with, pick out another age which will give you contrast and you can't help but think about your own." And so I spent one hour each morning for two weeks observing two-year-olds. My first reaction was, "My word, they're tipsy," and so they were—top-heavy. They stumbled; they fell; they got up again.

OUTDOOR EQUIPMENT

I looked around to see what was being done to develop the perfection in motor skills which we find at the four- and five-year levels. There was a piece of equipment which when taken apart consisted of two sections of jungle gym, two packing boxes, a ladder, two walking boards and a slide board. The interesting thing about this equipment was the way it was arranged. One section of the jungle gym was standing vertical, about five and a half feet tall. Children began at one end to crawl up the incline board, then across the horizontal section of jungle gym (about two feet off the floor) and up another incline board which connected with the vertical jungle gym. From there they jumped down to a packing box (about four and a

A schoolroom does not have to have expensive equipment and materials. Ingenious use of discarded materials and a little imagination in the use of standard equipment as described by Miss Lyden, kindergarten director in the Francis W. Parker School, Chicago, can provide very valuable and satisfactory experiences for the younger children.

half feet tall), then down to another packing box (about three feet tall), and then on to the slide to coast down to the floor. The ladder was an extra one fastened to the front of the vertical jungle gym. Over and over again, up and across and down went these two-year-olds.

Another piece of apparatus which obviously was home-made was a combination tunnel-ramp affair about eight feet long and two and a half feet wide. Children crawled up the ramp until they were at a height of ten inches off the floor, then through a tunnel (made of a sheet of tin bent to give the tunnel effect), then out and down the ramp on the other side. They loved repeating this.

The rest of this two-year-old set-up consisted of lockers made of fruit crates—one horizontal and two vertical which fitted exactly on top the horizontal. The horizontal section was used for rubbers and the vertical section contained hooks. These lockers were painted inside and out.

The toy shelves were painted packing boxes. The building blocks were painted cigar boxes. There was a basket of red and green clothes pins, a home-made wagon full of large spools, a tom-tom made of a chopping bowl and an old diploma. A two-year-old pounded on the sheep-skin side of the tom-tom, then turned it over, pounded on

EDITOR'S NOTE: The illustrations in this article are taken from *A Book of Home-made Toys and Play Equipment* compiled by Frances Cromwell, Geneseo State Normal School, Geneseo, N.Y., who says in the foreword: "All the toys and play equipment in this book for parents and teachers were made by the nursery school staffs in the Geneseo Normal Nursery School and the Lincoln School Nursery School, Cornell, N.Y. Everything has been made from waste materials and has cost practically nothing." The drawings are by Charles Ivan Cromwell.

the wood, dragged it on the floor as a wagon (the drumstick was fastened by means of a fairly long string), and then having found that the drumstick was in some way asso-

complete the unit. In most cases the jungle-gym-packing-box combination and tunnel-ramp type of apparatus are better suited to the outdoors, but in this group the space was one-fourth of a city block square, only semi-enclosed, and large enough to accommodate this equipment.

In choosing outdoor equipment we should keep in mind the following points:

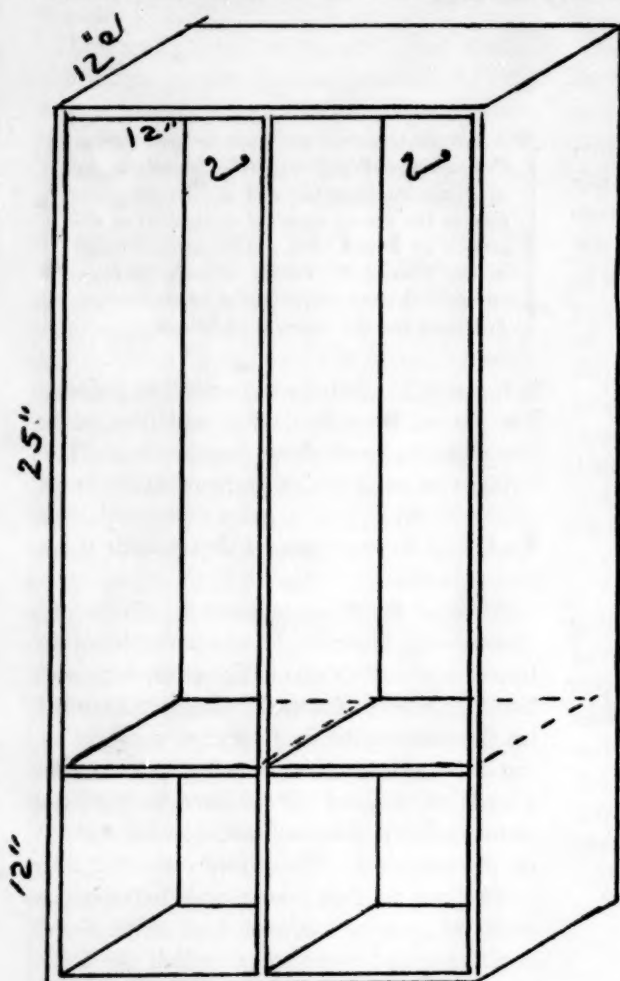
Will it provide opportunity for climbing, stretching, balancing, jumping, throwing, and swinging so that the large muscles of legs, arms, back and chest will be strengthened, and poise and assurance of movement developed? Will it help to keep the set-up interesting and constructive for the group?

When gun play or a great deal of fighting take place on our play ground, we take inventory of our equipment to see if a change of some sort will make it more interesting, or we try to introduce something new to catch the interest of those who have gone off to non-constructive play. This, I believe, is more usual at the four- or five-year-old levels than earlier.

There are two pieces of apparatus greatly conducive to the development of rhythm in bodily movements—the swing and the see-saw. The swing has little value below three and a half years because so few children can operate it by themselves. The see-saw adds the social side because one must have a partner. Packing boxes help in

physical development because they are easily movable to suit the creative urge of their users.

Balls are valuable because they bring in social play, motor adjustments, and make-believe. About the age of four there is a change in usage from merely bouncing and rolling to bouncing and rolling and kicking.



Large individual lockers made from three orange crates with shelves, shellacked in orange.

ciated with the tom-tom, he pounded alternately with drum stick and left hand.

This set-up was on the roof, brick enclosed to a height of four feet and screened from there up and roofed. Since the walls were of brick, the children painted them with water whenever they wished. There were the usual cots, tables, chairs, etc., to

We have found hoops lots of fun at the four- and five-year levels; perhaps their enjoyment goes lower.

In the March, 1936, issue of *Progressive Education* there is a photograph of children using library book crates as fishing boats. Low-sided packing boxes do just as well. Mrs. Alschuler in her book, *Two To Six*, mentions a wagon made from a packing box fifteen inches deep and long enough to hold two children. "This," she says, "is fun for the two- and three-year-olds, but at about four there is a preference for the express type of wagon to kneel on and push."

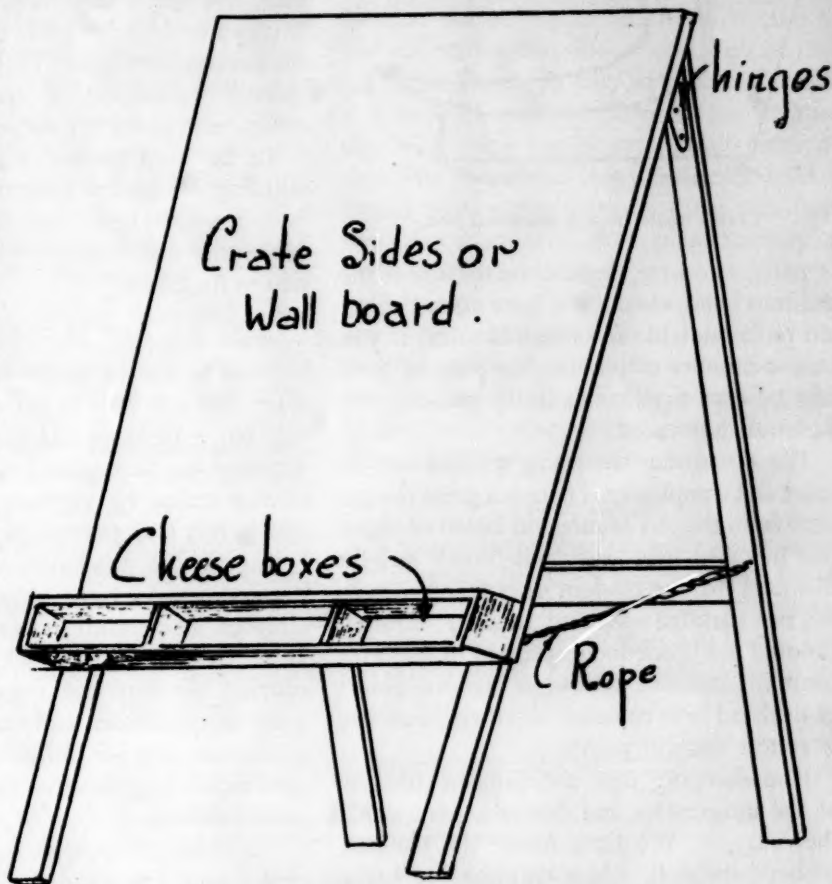
Tricycles, kiddy cars with pedals, wheelbarrows and large hollow blocks all have an important place as outdoor play equipment.

MANIPULATIVE TOYS

The manipulative type of toy—the kind that

takes into consideration the child's curiosity about color, form, and size; the desire to take apart and put together and the development of hand control is important in indoor equipment. In buying or making manipulative toys it is important to consider whether the colors are pleasing and non-poisonous, and whether the toys are easily cleaned and handled.

A few years ago Mollie Anderson, a teacher in the Winnetka Nursery School, made some toys that proved popular. One was a ten-cent store muffin pan—the kind that holds six muffins—which she painted red, blue, and yellow. Then she took six bath tub stoppers which fitted well into the grooves, and painted them to match the

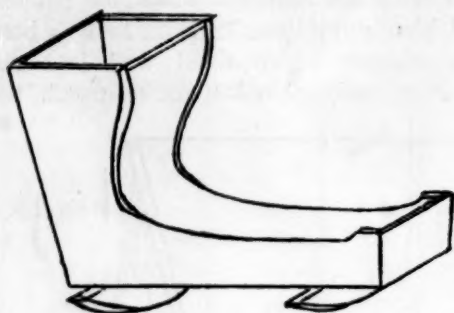


Painting easel made from crate lengths and cheese boxes. The hinges and rope allow for adjustment. The legs are of slats.

grooves in the muffin pan.

Another toy that the junior kindergarten liked especially was made with three simple ten-cent store locks and keys. The locks were clamped onto a board about six inches by twelve inches. The keys were fastened with string. Each key was painted to match its corresponding lock.

Puzzles can be made easily of three-ply wood. We pasted pictures from our worn out linenette picture books on the wooden base, and cut them with a band saw. The number



Cradle made from a macaroni box.

of parts, of course, depends on the age of the children using them. We have found about ten pieces suitable for four-year-olds. If you have a number of puzzles, the parts of each may be kept together easily by painting the backs all one color.

Peg boards for the younger child vary in color and complexity. There is a great change here from the old Montessori board of about one hundred pegs, each one-fourth inch in diameter, to our modern ones large enough to be handled without muscle tension. Colored beads one-inch square or in diameter come in attractive colors. In case the points of the bead laces come off, dip them in shellac to restore the stiff points.

Housekeeping toys are valuable because of the imaginative and dramatic play which they suggest. We have found the ten-inch rubber baby doll, which children can bathe easily, to be quite serviceable. Doll clothes should be of washable and attractive materials, large enough to go on easily and with extra large buttons. Doll beds as well as bed clothes can be made.

This year, in connection with our house project, we made our chairs, table, book shelves, kitchen cupboard and stove out of fruit crates. These furnishings can be kept as permanent equipment. Other materials for

keeping the house clean, as well as stimulating dramatic play, are broom and dustpan, mop, wash-tub, and ironing board.

If the local carpenter or wood shop is making your building blocks, have them made of smooth hard wood with a natural oil finish. Make sure that the blocks are graded in size: i.e., two and three fourths inch, five and a half inch, eleven inch and twenty-two inch lengths. Keep widths and thicknesses consistent. They may be square, oblong, cylindrical, a quarter circle for curves, and cones for decorating houses.

To be used mainly in connection with building blocks are several kinds of transportation toys: boats, cars, trains, aeroplanes. Make sure that these are scaled or in proportion to the blocks.

ART MATERIALS

Now let's come to the fine arts and consider such materials as drawing, brush painting, finger painting and clay modelling. For drawing we have found that manila paper twelve inches by eighteen inches is more satisfactory than paper nine by twelve inches, both from the standpoint of freedom in expression and large muscle movement. Crayons, five eighth inches in diameter, are large enough. Scissors with blunt ends of course. We buy the regular kindergarten paste in quart sizes and transfer it to small cold cream jars for individual use. We have used rather long handled (about seven inch) paste brushes.

For brush painting we have used the show card colors. From the standpoint of beauty, calcimine coloring is not nearly so attractive as the show card coloring. The pigment emerald green calcimine is injurious if it gets into mouths, cuts, etc. We have used long handled brushes a half inch thick. At Columbia they used one inch brushes, even through the kindergarten. At the easel we keep each color in a half-pint mayonnaise jar because they have covers which keep the colors fresh overnight. The children help

mix their paints. Easel paper is unprinted newspaper, eighteen by twenty-four inches. An oil cloth covering over the board of the easel is easy to keep clean. There are clamps available now to keep the paper in place—a step forward from our old thumbtack arrangement.

Although it is extremely messy on smocks, we have a lot of fun experimenting with finger painting. Any kind of bond paper nineteen by twenty-two inches is usable. The paper must be run through water just before it is used, then wiped with a sponge. We keep the paint in jars and the children help themselves as they need it. This is the recipe we use for finger paint, worked out by Miss Claussenius of the art department, Francis W. Parker School:

To two quarts of boiling water add twelve tablespoons of Linit cornstarch which has been dissolved in cold water. Stir until the mixture begins to thicken, then add a few drops of oil of cloves and two drops of formaldehyde for preservative. Cool until it thickens to jelly consistency. Mix in colors with a spatula. We use Lin-o-link coloring.

After the painting has dried, its edges begin to curl. We iron them out on the wrong side. It is desired that the whole hand or arm be used to gain the sweeping effects. Our children seem to prefer to use their fingers

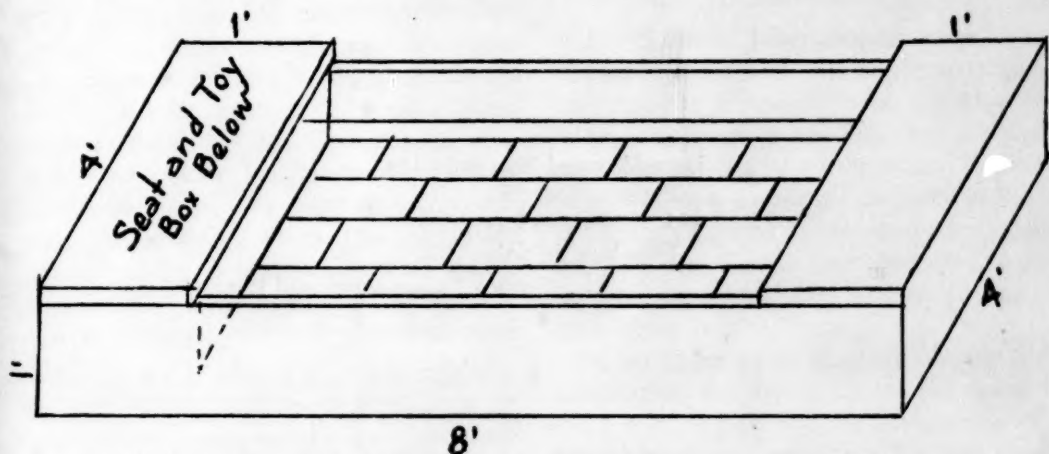
after they have once covered the paper with the coloring.

We buy clay in twenty-five pound tins through our art department. Then we transfer it to a two-gallon crock because it can be cared for more easily. We keep a soaked cloth on it at night. Dudley Crafts Watson at one time begged us to give children large quantities of clay so that they might have greater freedom for expression. Rather a contrast to the way we used to do—a small ball of clay per child. There is a very soothing effect and a release of tensions induced by wallowing with one's hands in a large lump of clay. The purposeful stage in clay modelling begins somewhere between three and four years. For younger children, plasticine may be more satisfactory.

In the matter of smocks we have used the kind with one large button at the back of the neck and with elastic at the wrists. Some of the children have difficulty buttoning this smock, but the absence of gaps in front quite offsets the value of the buttoning process.

WOODWORK

If your indoor program permits the noise of carpentry, or if you use the work bench outdoors, there are some points to remember here about differences in age levels. For the early pounding stage, scraps of wood are



Out-door sandbox made of planks. Floor is paved with bricks to keep sand off ground. Box and seat at end for sand toys.

probably most satisfactory, but for the more purposeful constructive stage, begin to choose woods carefully. A basswood or soft pine cut in various lengths—one-half to one inch are good. Dowel sticks one inch in diameter suggest smoke stacks for boats; dowel sticks two or two and a half inches in diameter, the barrel of an engine. For saws: the Ditson twelve-inch crosscut; hammers, rather large, weight balanced; an ordinary screw driver; and an assortment of nails, all large headed, are necessary for carpentry work.

If the workbench is homemade, make sure the top is at least two and a half inches thick, otherwise noises resound too loudly. About twenty-four inches is a suitable height bench for a four-year-old. We clamped our vises to the bench and made a shelf under the bench about half-way down to hold tools. Educational Playthings mentions a wooden mallet for use by very young children who may have difficulty pounding with a hammer.

MUSICAL INSTRUMENTS

At the beginning of the year, we introduced a rather large deep-toned Indian tom-tom. This we used both on the playground

and indoors, working out the differences between loud and soft sounds and fast and slow tempos. Indoors, the children experimented with the tom-tom as they would with any other piece of equipment.

Between Thanksgiving and Christmas, we introduced a half-dozen pairs of wrist bells. They, of course, were suggestive of Santa Claus dramatization. A little later we added two maracas—Cuban rattles. In the Winnetka junior kindergarten tambourines were made of paper pie pans with tiny bells sewed around the edges.

When the children are ready to experiment with differences in pitch and in melody, we will introduce a marimba. Our children have been free from the beginning to play the piano, with two rules: use fingers rather than fists, and only one child plays at a time.

To avoid seeming didactic about what children do with certain materials on their second, third, or fourth birthdays, we shall quote Dr. Stoddard: "Sharp lines cannot be drawn from one age level to another. Growth is shown by better skills, better social adjustments, learnings, and better judgments." Let us see that our materials and equipment help our pupils to grow.



Lay aside your blocks and rakes
Put away your toys.
Pick up! Pick up everything,
Even hide the noise.

EUNICE BROMBACHER and BERTHA BELT

Mental Hygiene Applied to Reading

MAE MCCRORY

MENTAL health is intimately related to the problems of education, and mental hygiene is involved in everyday school practices. Social unadjustment and emotional instability often originate from the inability of the individual to solve his major problems. His behavior is the result of dissatisfaction with reality and his attempts to escape.

The teacher has a definite psychiatric function in helping the child to adjust normally. An earnest teacher seeks to understand how personality is built. She is cognizant of how teaching should take place so as to build personality. Thus, she is prepared to recognize first signs of emotional disturbances and nervous disorganization. She studies, interprets, and endeavors to understand such problems in order to initiate classroom treatment. She occupies a strategic position as intermediary between the home and school. She must not only concern herself with problems that arise in the classroom but also with the elimination of handicaps due to home conditions.

When children display decided personality disturbances such as extreme nervousness, excitability, timidity, indifference or undesirable behavior combined with a distaste for reading, the teacher must find out the "why" of these difficulties and their possible relation to each other. Reading tests help to ascertain the measurable elements involved in poor reading and to discover the mental and educational levels from which work should proceed. Physical examinations detect handicaps resulting from faulty vision or other

John's inability to read may be the least of his difficulties. The important thing is to find out "why" he cannot read, what possible effects this inability to read is having upon his development in general, and what should be done about it. Miss McCrory, a teacher in the public schools, Shaker Heights, Ohio, gives some valuable suggestions in her analysis of three case studies of reading difficulties.

physical defects. When these essential physical needs are cared for, the trouble may right itself. However, other factors need to be considered. Case histories must be studied and parents must be consulted in an effort to discover causes not revealed in the testing. Classroom treatment involves modification of the child's attitude toward reading through opportunities for successful and satisfying reading experiences. There must be provision for an environment wherein the maladjusted child may achieve social and emotional satisfaction through the removal of all tension and inner unhappiness.

PROVIDING A SATISFACTORY ENVIRONMENT

For example, John, above average in intelligence and a well adjusted personality in kindergarten, evidenced no interest whatever when introduced to reading. Any attempts at reading proved most difficult and distasteful. John was considered a problem case. A thorough physical examination revealed an eye difficulty. Glasses were procured to relieve the trouble which could never be entirely cured.

In her endeavor to make him happy and comfortable, the first grade teacher devoted much time to John and his reading. He belonged to no reading group, but was given individual attention. The children were en-

This is the first of a series of seven articles having to do with personality development and adjustment through the various school subjects. The series has been planned by Eleanor Johnson, editorial director of the American Education Press, John A. Hockett, lecturer in education at the University of California, and Edna Dean Baker, president of the National College of Education.

couraged to help him continually. They felt that John could not get along without their aid, and John expected their assistance. He depended upon others for what he seemed unable to do for himself. About this time, he became the playground bully.

John was "placed" in the second grade at the end of a year and a half. His superior ability in other things warranted promotion regardless of his inability to read. The second grade teacher diagnosed John's case and prescribed for him quite differently from the former teacher. She felt that John's utter dependence upon others and likewise the children's attitude concerning John's reading were not conducive to proper mental growth nor did they foster a healthful schoolroom atmosphere. She did not concern herself with John's reading. All individual help ceased. The children were encouraged to "let John help himself." John was invited to join a reading group and, although he read very little, he participated wholeheartedly in the discussion. The teacher frequently referred him to pictures in books related to his interests. His attention was called to many things he could learn through reading. The teacher tried to make reading function in his everyday experiences.

One day, when John discovered something of particular value to the group, the teacher suggested that he read it to them. She volunteered to help him, asking him to come early for study in order to surprise the other children. The idea appealed to him and he appeared the next morning bright and early. When he read the story, the children expressed surprise and pride in his accomplishment.

John continued to find material to read to the group and solicited the teacher's help. He gained confidence in his ability to read. The children ceased to be concerned about him. He had "arrived," both in his own mind and in the minds of his classmates. He was no longer a problem on the playground.

This marked change in John's attitude and

feelings resulted from a changed schoolroom atmosphere. It was a case of applying mental hygiene. The teacher believed that John had been plunged into reading situations before he was mentally ready for reading. This tended to thwart his development. Over-protection and over-concern because of his physical handicap, which was gradually responding to treatment, had developed in John the habit of seeking and expecting assistance. His feeling of inadequacy resulted in the undesirable behavior displayed on the playground. This was John's way of gaining compensation for loss of prestige.

The teacher's first concern was John's removal from a regime which seemed to be undermining his security and reducing his self-respect. She set up an environment where sound human relationships were of major importance. She attempted to arouse John's interest in reading by making him aware of its value and utility to himself and of its ultimate social value. In this atmosphere, John's mental attitude changed. He regained his self-respect and self-confidence. His reading interests expanded and his reading ability improved. John had responded to normal, healthful treatment.

Joe's reaction to his school environment was one of dissatisfaction and dislike due to inability to adjust socially. He acquired delinquent habits to compensate for this inadequacy. Joe's family moved into the neighborhood when he was in the second grade. They were foreigners and the neighbors resented the intrusion. Joe was conscious of social ostracism. He evidenced no interest in school activities. He was sullen and unresponsive. Ranked as an average student when he arrived, he gradually fell below standard. His reading accomplishment decreased.

Joe's teachers encouraged him in every possible way. He was placed in situations where contributions were necessary, where social adjustments might be possible, and where reading was purposeful. The children



Children pantomiming mountain climbing after reading about it in a study of Switzerland.

received him tolerantly. Joe was uncomfortable, resentful, disinterested, and at times given to clowning. These traits persisted into the fourth grade and the problem of adjustment was still unsolved.

About mid-year, Joe was working with a group of children who decided an illustrated chart was necessary for their study. The entire group, with the exception of Joe, was busy with other duties. Joe volunteered to make the chart. The group accepted his offer but because Joe had never made much of a success of anything, as a precautionary measure, they suggested that he make a chart on practice paper first.

Joe spent all available time in carrying out his responsibility. He read carefully while drafting the chart and checked his work by re-reading. When the chart was completed, not only Joe but the entire group was satisfied with the results. The group decided that since the work had been so carefully done, "it would be a shame to do it over." From that time on, Joe was a valuable member of the group. He realized he could make worthwhile contributions and the children ac-

cepted him with wholehearted enthusiasm.

Joe showed interest in his work and made decided progress in every way. He became too businesslike to think of clowning. He devoted much time to searching through books for material related to the group interests. He volunteered to read this information and to make reports. He put forth a sincere effort to improve in his reading. At the end of the school year reliable tests indicated an advancement of one year and six months in Joe's reading ability.

Reading problems resulting from lack of mental readiness are numerous. Many first grade teachers are bound by prescribed school standards and requirements. They strive to get speed and accuracy instead of developing a feeling for the need of reading through discovery of the many ways in which reading functions in their daily lives. Lack of reading readiness may develop in the child a sense of inferiority and shame. The child attempts to cover up repeated failures to understand and achieve by expressing disinterest and distaste, outwardly becoming unresponsive.

ELIMINATING FEARS

Fear, aroused by great emotional drives or inward struggles through the child's determination to succeed, often causes him to become timid and retiring. Such fears may be the result of parental concern or anxiety over the abilities of the child. This parental fear is reflected in the child, making him emotionally tense and causing him to work far below capacity.

To deal intelligently with reading difficulties which result from fears, the teacher must break down emotional blocks and disturbances by taking advantage of intrinsic drives and concentrating upon the meaningfulness of learning to read. She must endeavor to set up an environment where the child can work under normal conditions, where the child's needs are met and desirable growth is provided for, where confidence and not too much sympathy encourage the child to feel that he can achieve.

Sally's reading difficulty was the result of an indirect fear. Her mother was over-anxious about her ability to get along in school. She expressed this lack of confidence in Sally's presence. Sally made a very slow adjustment to the kindergarten situation. Her record sheet described her as "lacking in self-confidence, timid, and retiring, always fearful of failure but full of life and spontaneity when unaware of being observed." Sally rated above average in intelligence.

In the first grade Sally was "dull and unresponsive." She made little progress in reading. She seemed under a tension and strain whenever she attempted to take part in reading activities. She often cried without provocation. The teacher worked to relieve the strain but was unable to discover the cause. Sally sometimes expressed the fear that she would not be promoted. The teacher attempted to discourage this idea by interesting Sally in her work and the group activities.

In a conference with the teacher, the

mother confided that she had "always feared Sally would not get along so well as her cousin who could read before she went to school." The teacher, surmising that she had discovered the difficulty, asked for the mother's cooperation. She requested the mother not to compare Sally and her cousin nor to bring the two children together for some time. The mother was asked to express confidence in Sally and to show appreciation for anything she attempted, even though it was poorly done.

Soon Sally seemed happier. She became more alert and responsive, voluntarily participating in the activities of the group. She asked to make a reading chart of her own. The teacher suggested that she make a book: it would be easier to keep. Sally spent all of her odd moments on the book, studied other books to see how they were made, and displayed more and more interest in books and in reading. She became quite well adjusted and, one day, referred to something she intended to do in the "next room."

Thus, the home background and environment, family relationship and attitudes influence the child's development. Poor home training tends to stunt and warp development, and normal personality growth becomes extremely difficult. The school must endeavor to procure cooperation from the home and, through unified effort, eliminate the cause of the disturbance.

The thinking teacher applies mental hygiene as a preventative of and as a remedy for many school failures and conduct disorders which formerly were ascribed to physical or mental defects. In relation to definite learnings such as reading, she understands that mental hygiene functions as an important factor in determining the educational setup in which the child may acquire a readiness for learnings and for techniques which serve a tangible purpose.

The Teacher as Coordinator

JENNIE I. ROWNTREE

THE GOAL for every child is his greatest possible happiness, and the main function of the primary teacher is to keep him happy, adjusted to his environment and to his school, secure in his social relationships and conscious of progress in his work. For happiness he does not need to conform to a certain physical standard, nor to have an I.Q. above 100, nor to compare favorably in scholarship, nor even to have a home where he has social advantages. In spite of norms of development, in spite of incentives to conform to standards or to pursue a course of action toward a specific end, children continue to achieve happiness in ways peculiar to each of them. Heredities will continue to differ, environments will vary and all the teacher can do is to keep perspectives clear and possibly broaden them a little.

GIVE PARENTS CONFIDENCE IN THEMSELVES

How can the teacher make and keep children happy? First of all, by keeping their parents happy regarding them. Parents cannot feel happy about their children if they are urged and pressed to do the seemingly impossible or provide the impossible. Nor can they feel secure unless they are given confidence in their own powers and in their methods of handling children. At least they must feel that they are masters of each situation. . . . The teacher's first duty, then, is that of reinforcing the confidence and reassuring the misgivings of parents.

Let us suppose their child has a poor posture. The parents realize it but do not know that posture is readily corrected, that a turning bar in the back yard, a new variety of jumping game, more hours of rest, more protein food, a straighter bed, a more com-

The up-and-coming teacher of today is no longer just a teacher, content to hear recitations, grade papers, and pass or fail her pupils. Her functions have increased immeasurably. Miss Rowntree, professor of home economics, University of Washington, Seattle, presents the teacher in the role of coordinator and tells how she may become a more effective one, and consequently, a better teacher.

fortable stocking supporter, or possibly work in which the child is successful will raise his head, depress his abdomen, and strengthen his limp muscles. Their only idea of straightening his posture is to give him cod liver oil, which he despises, or to nag at him and constantly suggest that he straighten up. The teacher with kindly but concrete suggestions can give parents the necessary information and psychological tools and thus benefit the child.

SHARE THE RESPONSIBILITIES

All are agreed that children entering school should have a physical examination either as a Summer Round-up or during the first week of school. Such examinations often miss the point unless the mother is there to be educated regarding the needs or condition of her child. What an advantage if the first grade teacher is there as well, to note the physical condition of the child, to meet the mother, to interpret the doctor's verdict, and to advise the mother in terms that she can understand. What an excellent opportunity for developing understanding and for showing the parents that the school and home share the responsibility for the child's physical as well as his mental health!

Let us picture a child's physical examination where he is examined by a doctor or nurse who measure height and weight, scru-

tinize his nutritional state, make recommendations regarding his diet, his rest, his exercise and also doubtless urge immunization.

Suppose the child is somewhat under par and his family is financially unable to have him immunized or even to provide the food suggested. Possibly racial habits are such that the food advised is not common in that home. Both the child and his parents have a hopeless apathetic feeling before he even gets into school. Little has been said regarding his good points or the good points in his diet. The doctor and nurse did not have time nor did they see the need.

The alert teacher can fill this gap and learn much herself regarding the child. If this initiation into the school becomes merely a grading and noting of defects, it misses its point. The mother and child should be made to feel that they possess the power and ability to accomplish wonders. For the underweight child the teacher can urge sleep and suggest more out-of-door play or work to stimulate sleep. Play equipment in the back yard may be suggested by poster and demonstration. The value of social play with other children who enter with him may be emphasized, and get-togethers can be planned by the parents so that the shy child may feel at home with others when he comes to school.

Can the teacher, after the child enters school, make parents see that health activities are carried on in a subtle fashion so that the child plays, eats, sleeps and works for pleasure, not for health; that correctives are just as much correctives if in the form of a game or a party or a job as if they were in the form of a duty or a drug? The same devices, possibly the same methods can be used, but the accent needs to be so very different.

Pity the child who hops or skips just to correct flat feet, who plays out-of-doors just to work up an appetite, who turns somersaults to correct a sagging abdomen, who eats oranges for good teeth or cereals for constipation. Pity the child who thinks about himself or his condition. Children of today

consciously working to achieve health will be the neurasthenics of tomorrow. Let us train a generation who will laugh at advertisements built on fear, a generation that will have natural health from pleasurable activities and good food, not an artificial health produced by vitamin concentrates and setting-up exercises.

My plea, therefore, is to apply correctives unbeknown to the child. The tragedy of the present time is the problem child—one who knows he is the center of attention because of some slight abnormality or deviation from the normal such as poor appetite, a fear complex, or undue sensitiveness. Without question he needs help in overcoming his difficulty without emphasizing it in his mind as unusual. If, for example, a teacher observes a child in her room who is failing to make friends with other children, she may decide that he needs success to develop confidence, so she gives him a job from which he will get the admiration of others—friendships are built on admiration and respect.

It may be that he is a poor loser in games. She can suggest dominoes or parchesi to the parents so that he learns to lose with grace or, better still, she can suggest that they play ball or jump the rope with him in the back yard so that he may improve enough to hold his own at school.

He may lack friends because he dresses queerly and poorly. Possibly the parents had not observed that clothes that conform help in adapting to situations. Skirts two inches too long, soiled collars, lack of buttons or snaps can produce the keenest unhappiness.

Would a timely suggestion to parents prevent the hatred of school and the failure to adapt that undermines the child's courage and stability? Can the friendly teacher screw up her courage and be enough of a friend to tell the parents what is making this child withdraw into himself? Possibly children ridicule him for his pudginess, for his baby talk, or his lisp that his mother thinks is just too dear. It may be that he is avoided

because he does not use a flkerchief when he should. Possibly the teacher knows that children have felt that he is not a suitable playfellow because his language is strong and forcible.

FIND THE CAUSES

Why is it easier to tell parents in June that their child has failed in his first grade than to tell them the previous December that he is failing because of poor adaptation to the group? As a parent I would prefer to believe that I had been weak in my training or in my observation rather than to feel that my child was inherently stupid. I would rather believe that lack of rest, sleep, or irregular habits were the causes of his lack of interest and inattention than to feel that this child of mine was just slow because of poor heredity. Frankness associated with the cause should be cultivated by the teacher rather than frankness regarding the effect. If teachers would get the habit of looking for the causes of difficulties instead of comparing and using grades as incentives, or offering rewards, or threatening punishment, what a world it would be!

Much is being said about better report cards—reports that will show the teacher's estimate of the whole child instead of his ability in books. But stereotyped forms of any kind lack vitality and sympathy. It is far more important to know that John has been assigned that job to give him faith in himself than to note on his report card that he lacked initiative or self confidence. An ideal report card would be a note to the parent from the teacher with suggestions as to what home activities would help him adjust better at school, what little personal habits are pre-

venting the achievement of the place he craves, and wherein the school and home can cooperate. Rather than a report card that says Nancy is listless and inattentive in school, a note that says Nancy's inattention and pallor seem to be related and that the school nurse suggests whole cereals, prunes, liver and meat for iron. The suggestion of more sleep until she is back to normal might also be helpful.

Sometimes the teacher can see that the child is being driven beyond his natural capacity and can show parents that premature blooms on hot house flowers result in dwarfed plants; that overemphasis of one ability will result in lessened function in another. She may show the parents that the child lacks initiative because he is unconsciously dominated in his home and needs to do something on his own. If teachers would acquire the habit of looking at the whole child, relating his physical condition to his mental alertness, his home environment to his school situation, and be as interested in causes as they have been in results shown by scholarship, much could be done.

The parent has experience with but one, two, or three children and tries to make them conform to what he or she thinks the school demands. The teacher can compare and analyze forty or more children each year and look at them objectively because she has no emotional bias to overcome. If she can diagnose symptoms before they become weaknesses; prescribe psychological, nutritional, industrial or recreational correctives to be subtly applied; if she can coordinate the abilities, interests and urges of children and reassure parents, she will, though weary at night, have done a real job as a teacher.



If it takes a fifty thousand dollar man to guide a client, develop a coal mine, put a corporation on its feet, what is the teacher worth who takes that boy of yours and guides him, develops him, puts him on his feet and makes a man of him?—C. H. LEAVITT.



Above: Field Thistle



Center: Wild Clematis



Right: Common Burdock

TIT TRAVEL



Photographs by L. W. Brownell

Above: Milkweed Pods

Left: Cocklebur

**Whether by wind or wool
They travel**

A Preschool Visiting Program

KATHERINE FITZPATRICK

THE kindergarten visiting program for pre-kindergarten pupils described below was worked out during the past three years under the supervision of Miss Ethel Tucker, principal, and put into practice with splendid results by Miss Fitzpatrick who prepared this account so that all kindergarten teachers in the system might consider it for adoption.

Besides the evident soundness of the idea in so far as it permits pupils to make a better start in their school life, there are two reasons which make the plan have much more than local appeal. In the first place, this improvement for the pupils does not call for an increase in the school budget. Furthermore, the plan is one which tends to ease the load of the teacher, particularly during the first week of school, rather than adding to the load.—S. M. Brownell, Superintendent of Schools, Grosse Pointe, Michigan.

If you can remember the first day *you* went to school, you will have some idea of how Peter feels this morning, for Peter ("five years old in August," he will tell you proudly) is setting off for kindergarten. It should be a joyous day for him—this day which marks his initiation into a school world in which he presumably will spend a large portion of his childhood years. But, all too often this experience is not one of unalloyed pleasure, a fact which is in no sense an indictment of the teacher. To the best of her ability she has created a pleasant environment. She is a pleasant person; the kindergarten is a pleasant place; but the fact still remains: However pleasant, however interesting, to these children, the teacher is a *strange* person and the kindergarten is a *strange* place.

Just as the Summer Round-up of the PTA helps prepare the child physically for school entrance, so pre-school visiting helps prepare him emotionally and psychologically for this important event. One such successful plan is described here by Miss Fitzpatrick, a kindergarten teacher in Grosse Pointe, Michigan. This plan will work equally well in first grade.

Consider the adjustment which the average child of five is called upon to make the day he enters school. There is hardly a parallel situation which you, an adult with infinitely more experience at your command, are expected to meet. He leaves behind him the comfortable security of the only environment with which he is intimately familiar. He takes his place for the first time as one of a large group rather than as one of the relatively small family unit. His world suddenly has become what he must consider densely populated.

With the realization that the place which he holds is a very small part of this new world comes the resulting and oftentimes shocking realization that he is no longer the center of attention. Quite as suddenly he becomes aware that he is responsible for his actions to a new adult authority in the person of the teacher. He is expected to follow directions given to the group rather than to him as an individual, a technique which, up to this time, he has had no occasion to master. It is scarcely to be wondered at that with so many of his props to security abruptly removed he, depending upon his temperament, either is overcome by an understandable nostalgia and cries to return home, or takes advantage of this strikingly new and different situation to exhibit tendencies toward irresponsibility.

From the point of view of the teacher, the

part she plays is one requiring many and varied adjustments. How many of us, upon being introduced to twenty-five or thirty persons can, five minutes later, address each one by his proper name? In the case of the kindergarten teacher it is imperative that she do just that, for certainly it adds nothing to the security of one of her little Marys to be addressed as Susan nor to one of her little Davids to hear himself called Jack!

Then there is the problem of dividing her time and her actual physical presence among the children to the best possible advantage. Necessarily, she spends much time with the shyer less mature children and in so doing too often runs the risk of antagonizing or perhaps alienating others who *appear* to be adapting themselves more readily to their new surroundings.

Finally, the first term kindergarten group comes to her completely unclassified. Excepting for the rare child who has attended nursery school and has brought with him from such a school a record of his ability and achievement, each member of the group is an unknown quantity to the teacher. Nearly always she must devote a good deal of time and labor merely to determine the individual and composite ability of her class. It is obvious that much of this time and labor might, with greater benefit to both teacher and pupils, be spent in beginning the work of the semester.

If we grant, then, that the time of his entrance into kindergarten is one of utmost importance to the child, both as a here-and-now experience and as a vital factor in shaping his attitudes toward his future education, and if we grant that this entrance situation, as it exists generally today, is not wholly satisfactory, the question naturally arises: What can be done about it? What, that is, which is not likely to involve any radical changes in the organization or equipment of the ordinary elementary school of today? Generally speaking, the solution can be found in making the introduction to

school life a slower, more gradual, more individualized process. Specifically this slower, more gradual, more individualized process can be effected to a large degree by means of a kindergarten visiting program.

ORGANIZATION OF THE VISITING PROGRAM

What is a kindergarten visiting program? Briefly stated it is this: a program enabling children to visit the kindergarten in which they will be enrolled on certain specified days during the term immediately preceding the one in which they are eligible to enter school. It is a simple, workable plan which could be adapted to fit almost any type of kindergarten situation.

The organization of this program was comparatively simple and placed no excessive burden upon the teacher, nor did it consume so much of her time as to prove in any way detrimental to the conscientious performance of her usual duties. The child accounting department furnished the name, addresses, and birthdates of all children living within the limits of our district who were eligible for entrance into the next kindergarten session. Then a form letter was sent out from the school office at the beginning of the term to the parents of each child, outlining the visiting program, its purpose and aims, and asking that the child be brought or sent to the kindergarten on any six Wednesday mornings during the semester.

In cases where there was no response from the home, the letter was followed up in one or more of three ways:

Older children in the same family attending the school were asked to bring their small brothers and sisters to school with them on the designated visiting days.

The mothers of the children were called by telephone and invited to come to the school to talk the matter over with the principal or kindergarten teacher, and to observe in the kindergarten if they so desired.

The principal or kindergarten teacher made a call at the home.

The organization of the kindergarten was altered only slightly on visiting days and then only in so far as such alteration might be conducive to the making of a more helpful situation for the visitors. Our list of visitors for the second term last year included twenty-three children. About eighteen of these made at least one visit, and as each child was tentatively limited to a total of six visits to be distributed over a period of twenty weeks, we never had more than seven or eight on any one Wednesday. Four or five was the usual number.

An attractive chart hung low enough to be accessible, provided spaces for names of visitors, and a number of colored squares. Each time a child made a visit he placed a colored square in the space provided, a duty which none of them ever tired of performing. At the end of the year we had a colorful graph showing the number of children visiting and the number of visits made by each.

The visitors came to the morning session in which were the youngest kindergarten recruits, averaging only about six months older than themselves. Beforehand the kindergarten children discussed their duties as hosts and hostesses, and on visiting days took great pride in helping the visitors to feel at home by finding places for their wraps, seeing that they were furnished with the necessary equipment, asking them to join in their activities during the free play period, and generally demonstrating by example their conception of kindergarten techniques and manners. Incidentally, we felt that this experience was extremely valuable to the children already in the kindergarten and one which they otherwise would have had no opportunity to enjoy. It was surprising to see how capably they rose to the occasion.

The twin keynotes of the program for the visiting days were simplicity and repetition. Certain very simple songs, rhythms, games, and stories were repeated each Wednesday so that the visitors grew in self-confidence and a sense of security when, after one or

two visits, they found themselves familiar with these activities and able to take part in what was going on.

During the conversation period on these days some elementary health or safety rule was discussed. This provided not only a tangible item of useful knowledge that tended to set up the proper attitudes toward safety and hygiene but very often, we discovered, by bridging the gap between life in the home and life in the school, encouraged the children to express themselves more fully and more freely than they otherwise would have done.

The industrial and fine arts program for the day consisted of something simple and satisfactory to the child, something seasonal or something related to the project on which the kindergarten was working at the time. But whether it was paper cutting or free-hand drawing or coloring and mounting outline pictures, it was invariably something which could be finished in that one day and which could be taken home by the child and displayed with pride to his family and his friends. The idea uppermost in designing and carrying out the program for these visiting days was to make all activities as interesting, as pleasurable, and as individualized as possible; to make, in short, each of these visits a memorable and happy occasion which would add to the child's sense of security in the school situation and serve as an incentive and a stimulation to the desire for further school experience.

CONTRIBUTIONS OF THE VISITING PROGRAM

Does the kindergarten visiting program, then, offer a real and practical contribution to the problem of making the child's adjustment to school life an easier and a happier one? For the following reasons I believe that it does:

The child's introduction to his new environment is made much more gradual than is otherwise the case.

He takes his place at first as one of not more than a half dozen others who, like himself, are having their first school experience.

He is enabled, as a consequence of this, to adjust himself more slowly and hence more happily to his loss of "the center of the stage."

He has a chance to observe others who have had some experience in following group direction.

He realizes that, as a visitor, not so much is expected of him by the teacher and the other children.

He experiences a natural desire to imitate and emulate the older children and to take his place as soon as possible as an active member of the group.

He enjoys these brief and voluntary contacts with school life and looks forward to his visits to the kindergarten as something of a privilege to be anticipated keenly and accepted eagerly.

From the point of view of the teacher a well-planned and carefully executed visiting program carried on during the previous semester does much to eliminate the hindrances to rapid and effective organization which she ordinarily encounters at the beginning of each new term:

She has learned the names, home backgrounds, attitudes, habits, and special skills of a majority of the children coming into her room.

Children who might originally have experienced difficulties in adjustment have, by the time they enroll, already become familiar with the kindergarten environment and organization so that even in the event that there are some non-visitors in the group who require extra attention, those who have visited are usually able to take their places without special teacher guidance.

Having become reasonably familiar with the ability of most of the members of her new class, the teacher is in a much better position than is ordinarily the case to proceed quickly and successfully with the regular semester's program.

RESULTS OF A VISITING PROGRAM

As for the results obtained (to mention only a few outstanding and familiar types), we have witnessed very gratifying character development and integration of personality in certain pre-kindergarten children as a direct outcome, we believe, of the visiting pro-

gram. The hysterical or very emotional child, whether he cries as a method of attracting attention or because he is honestly bewildered and frightened by the strangeness of his new surroundings, usually after one or two visits ceases to create any sort of disturbance whatever. The element of pleasure in being accorded the privilege of coming to school, the attention focused upon him because of his status as a visitor, the special friendliness of the children and the teacher all are contributing factors in the metamorphosis of the excessively shy child into a thoroughly socialized little citizen.

The bully, finding himself with children older and more experienced than himself, soon realizes that tolerance and respect for the rights of others pay bigger dividends than any high-handed methods he may previously have found effective. The high-spirited, bright, boisterous child is not nearly so likely to find allies in recklessness as he would were he in a group made up solely of new children, and quickly settles down and puts his excess energy to good use.

The dull or actually retarded child is partially relieved of the strain of feeling inferior to the group because he is made to understand that less is expected of him in the way of actual results than would be the case were he in a group of his own contemporaries. Consequently, he stands a better chance of making a good start with the other children when he does enter kindergarten.

One very desirable outcome of the program—and one which I must confess we had not even considered in making the program—was the forging of a strong link between the home and the school. The response of the parents was unexpectedly and almost unanimously approving. Many of them went out of their way to express appreciation of what they called courtesy to their children. Almost all the mothers spent a part of one morning with us, and one father of a little girl who had had a distressingly difficult time in adjusting to kindergarten always

brought his small son on the visiting days and stopped for a chat with the teacher. He was extremely interested in everything we were doing and was plainly delighted when he found that the little boy was adapting himself very nicely and would not undergo the unfortunate experience his sister had had.

In making my case for the pre-kindergarten visiting program, I have attempted to emphasize the following points:

The adjustment required of children entering kindergarten without previous school experience is one which presents many and complex difficulties even to the normal and well-integrated child.

The visiting program, by making possible a more gradual introduction to his new environment, reduces these difficulties to a minimum and hence renders the whole course of his educational career more likely of success.

The teacher is benefited by the visiting program in direct ratio to the opportunities presented for learning about the children under more favorable conditions than is ordinarily possible.

The setting up of the machinery for the visiting program does not require any special or costly equipment nor does it involve any undue drain on the time or resources of the teacher.

As a by-product of the program the parents are brought into closer contact with the school and come to a better understanding of its aim and purposes in relation to their child.

There are a hundred details and ramifications of this visiting program which cannot be touched upon because of the limitations of time and space. Let it suffice, then, to say that we who have worked on this little experiment with the preschool child feel that up to now the results have been even better than we dared to hope for when the idea was conceived. We are quick to admit that, having proceeded with it largely by the trial and error method, there is room in the present set-up of the program for much improvement. With added experience we hope that this improvement will come. What thought and time and effort we have spent on it would have been more than amply repaid had it resulted in making the adjustment to school life of even one child an easier, happier, more successful undertaking. As it is, our contribution pales into insignificance because we cherish the belief that it has been helpful in some degree to every child who has participated in it.



Thunder Song

The thunder, the thunder,
Like fire-crackers under
A box or a barrel or tub!
He comes like the drums in a circus parade
With a rub-a-dub, dub-a-dub, dub!

He rumbles, he rumbles,
He seems to take tumbles
Along an old rattley floor,
But he'll run if the sun comes to chase him away
And he'll sulk and not play any more.

DOROTHY BURNHAM EATON in *Story Parade*, August, 1936

A Golden Anniversary

NATIONAL College of Education, Evanston, Illinois, completed fifty years of service in the field of early childhood education on June 3, 1936, when its fiftieth commencement exercises took place. The College was established in Chicago in 1886 by Elizabeth Harrison and Mrs. John N. Crouse. Two presidents in fifty years is a unique record. Elizabeth Harrison served thirty-four years—until 1920, and Edna Dean Baker from that date to the present.

Known first as Chicago Kindergarten College, the name was changed three times as the College repeatedly moved to keep step with the growth of its student body and the development of its various lines of work. In 1912 it became the National Kindergarten College; in 1918, the National Kindergarten and Elementary College, and four years later there was another incorporation under the present name, National College of Education.

The celebration of the anniversary included several interesting events. Among these was the all-day conference for parents held at the College on April 22, and attended



Edna Dean Baker
1920-to date

by several hundred parents in the Chicago area.

On April 24, there was a conference of superintendents, principals and supervisors in Illinois and adjoining states, who had cooperated with the College in its training program.

The celebration of the alumnae centered at the week-end of May 15 to 17. On the evening of May 15, a very beautiful historical pageant was given in which students, faculty and children participated. The pageant reviewed with significant pantomime and recitation the fifty years of history and inspired all who saw it with a vision of the splendid future for childhood education. On May 17 at the anniversary exercises the special guests included representatives of other colleges, universities, and public school systems. The major address was delivered by Fred J. Kelly, Office of Education, Washington, D.C., on "Teacher Training as a Liberal Education."

Childhood Education congratulates the National College of Education.



Elizabeth Harrison
1886-1920

Diagnostic Cards for Kindergarten and First Grade

MINNIE LEE DAVIS

THE present forms of the diagnostic cards kept by the teachers in the kindergarten and first grade in the Montclair Public Schools have grown out of the experimental use of such cards for over a decade. These recently revised forms aim to bring sharply and quickly into relief some of the significant aspects of the child's growth. To this end, certain abilities, attitudes, habits and methods of work have been listed with descriptive words to be checked. Also, two topics have been included, "Special Interests" and "Outstanding Characteristics," which allow for the statement of qualities peculiar to the individual child.

The kindergarten teachers, with the psychologist, the nurse and the supervisor, worked together on the card for the kindergarten children. Under the heading, "Behavior in Relation to Activities," the kindergarten teachers decided upon the items which would bring into prominence the nature of the child's purposes, his work habits, his interest in rhythms, literature, dramatic play, number and creative work. Under the heading, "Behavior in Relation to the Group," they selected some of the more pertinent qualities that indicate strengths or weaknesses in the development of an integrated personality on the five- or six-year-old level.

In addition to giving the traditional mental test findings, the psychologist planned an outline which gives a qualitative analysis of the child's behavior during the test interview by reporting on such items as the way the child tries new tasks, the character of his attention span, whether he asks for help, and how he responds to success or failure.

Along with the trends in report card revision has come the development of diagnostic cards to help teachers of all grades analyze and interpret children's abilities and behavior. Note the comparative absence of negative statements in these diagnostic cards used in Montclair, New Jersey, and interpreted here by Miss Davis, director of kindergartens and primary grades.

She planned also to check items revealing his emotional stability in meeting a new experience in relation to one adult. She provided a place to report, in case of marked weakness, on two items taken directly from the tests—the vocabulary score and memory span for digits and sentences—since weakness here reveals the child's immaturity and non-readiness for reading.

As sub-headings under the topic, "Physical Conditions," the nurse and the teachers selected the items from the child's medical examination report and other health data. One of these, "tenseness," has been especially helpful to the teacher in making her alert to the necessity for providing a quiet, serene atmosphere in the classroom and for suggesting to the parents of the overstimulated child that they provide a serene atmosphere in the home.

The card used for the first grade children is a further development of the kindergarten card, due to the more general acceptance now of a common philosophy of education for both the kindergarten and lower school. The teachers, with the psychologist, principals and supervisor, prepared these cards. The main heading, "Behavior in Relation to Activities," includes work habits, activities in art, music, and literature, with attention to

Last Name	First Name	Birth Date	Age	Mo.	Day	Yr.	Mon.	on Sept. 1, 19__
Attendance: Reg.....Irreg.....		No. days absent during yr.....	No. yrs. in Kgn.....	Teacher.....		School.....		

TEACHER'S ANALYSIS		Check only items for which you have sufficient evidence. Check to right of word that represents your judgment. Use red ink in Nov.; black in May.
BEHAVIOR IN RELATION TO ACTIVITIES Has purposes: Many Few Varied Good Purposes stimulated by: Materials Teacher Self Another child Persists in the face of difficulties: Usually Seldom Never Finds his satisfaction: In his own achievement } In both Chiefly in adult approval { Works alone: Usually Seldom Never Is fearful of trying something new: Usually Seldom Never Attention span during the work period is: Short Long Intermittent Works with different kinds of materials: Yes No Special interests are: _____		
BEHAVIOR IN RELATION TO THE GROUP Is sensitive and shy With children With adults At home Is friendly With children With adults Is growing in self-dependence Yes No Uses simple forms of courteous speech Frequently Occasionally Shows some consideration of others Frequently Occasionally Follows directions intelligently Yes No Shows qualities of leadership Yes No Cooperates Yes No Accepts directions too passively Yes Deliberately tries to attract attention Yes Annoys others Yes Outstanding characteristics are: _____		
Signs of Reading Readiness (Check in May) Has had a rich experience at home Yes No Has a fairly large speaking vocabulary (English) Yes No Keeps to the point when talking Yes No Expresses ideas so others understand Yes No Enunciates clearly Yes No Is interested in words in signs or books Yes No		
HOME Language spoken at home: Parent _____ Child _____ Degree of cooperation by home: Good Fair Negligible Kindergarten desires conference with next year's teacher Yes PHYSICAL CONDITION (See other side of card)		

Grade.....

[illegible]

the development of the creative spirit in the child. The sub-headings under "Behavior in Relation to the Group" are likewise similar on the two cards.

Provision on the card for "Levels of Reading Achievement" with such items as "Makes no attempt to read," "Reads from memory," "Reads primers with much help," offers the teacher the means of being specific in her judgment of the child's reading achievement. It is in harmony, too, with the theory held in Montclair that each child has the right to develop at his own rate. A list of factors that may be pertinent in the analysis of the causes of slow progress in reading is also given. These include such topics as, "Academic Aptitude" with its items suggesting the possible significance of the mental age in relation to reading ability, "Meagre experiences," "Meagre vocabulary," "Broken school experience," emotional instability, and physical defects. These factors, together with those checked under "Signs of Reading Readiness" on the kindergarten card, have hastened the construction

of a reading-readiness program which is now in progress.

The main purpose of the cards is, of course, to develop the ability of the teachers to analyze the qualities of each child so that they can plan intelligently to help him grow along specific lines. Since the cards are marked twice a year and are intended to be kept in the classroom, rather than filed in the principal's office, they are a constant reminder of the changes to be made in the child's personality.

But the cards serve other purposes. The teachers receiving the children in the fall also study the records then to become better acquainted with each child. Throughout the year they refer to them in personality adjustment problems. They confer with the previous teachers, too, particularly if a request for a conference is entered on the card. The records are used, also, by the teachers or principal in discussions with parents, and with the psychologist and nurse during a conference held in June to consider the best placement of those children about

..... Section School

Last Name First
Age As of Sept. 193..... Teacher

Years Mos.

LEVELS OF READING ACHIEVEMENT

Feb. 1 JUNE 1

1. Makes no attempt to read
2. Reads from memory
3. Has no sight vocabulary or very little
4. Reads primers with _____ help
5. Reads primers independently
6. Reads easy first readers with _____ help
7. Reads easy first readers independently
8. Reads difficult first readers with _____ help
9. Reads difficult first readers independently
 - a. Enjoys looking at library books
 - b. Reads library books
 - c. Is forming good reading habits

Indicate pertinent factors

ONLY IN CASE OF SLOW PROGRESS IN READING

- A. Academic Aptitude: Test Date..... Binet: C. A. M. A.
I. Q. Group.....
Not mentally old enough to learn to read
I. Q. group suggests very slow progress
- B. Other factors that seem pertinent:
Meagre experiences; few ideas and meagre vocabulary.....
Broken school experience—Absence of teacher.....
 of pupil.....
 Change of school.....
Foreign language spoken at home: by child.....
 by parent.....
- Poor emotional balance shown by.....
Defective Hearing R..... L.....
Defective Vision R..... L.....
Speech Defect.....
Evidence of Reversals; Letter forms..... Letters in words.....
Transposition of words..... Persistent mirror writing.....
- C. Note from Cumulative Card, significant home conditions, little or no kindergarten, pertinent health data, etc.

whom there is any doubt. Whenever a case study is made, the visiting teacher, the remedial reading teacher, the supervisor, and the principal study the record to get a better understanding of the child's difficulties.

In the writer's judgment it is not too much to claim for the cards that their construction and use has had a marked effect in improving the quality of school life through their emphasis upon the better understanding and appreciation of the child, the learning through activities, the nurture of the creative spirit, the provision of a serene atmosphere, and the recognition of the child's right to grow at his own rate and to have the joy of success.

Constant revision of the items on the cards is necessary to keep pace with the teachers' growing insight resulting from the critical evaluation of their practices and the contributions of scientific research. The teachers consider the format of the cards, however, satisfactory for use in a public school system because the card aids in the analysis of behavior traits with a minimum of clerical work by the teacher who makes the observations, and a minimum of reading by others who use the diagnosis.

NOTE: Check twice during the year those "behavior" items for which you have sufficient evidence. (Use red at first marking, black at second.)

Enter dates here _____

BEHAVIOR IN RELATION TO ACTIVITIES

WORK HABITS:

Has purposes—Good	Many	Varied	Few
Attention Span—Long	Average	Intermittent	Short
Finds Satisfaction—In Own Achievement	Adm. Approval	Competition	
Completes work	Usually	Sometimes	Seldom
Works well with others			
Works well alone			
Takes care of material			

ART ACTIVITIES:

Uses readily clay, paint, wood, cloth, crayon. (Underline)			
Expresses variety of ideas			
Responds to group experiences			
Responds to own individual experiences			

MUSIC ACTIVITIES:

Shows rhythmic sense			
Can match tones			
Carries simple melodies			
Creates melodies			

LANGUAGE AND LITERATURE ACTIVITIES:

Retells short stories			
Learns rhymes and poems			
Creates stories			
Creates verse			
Engages in dramatic play			
Shares ideas with class			
Enunciates clearly			

IS WELL INFORMED

Uses NUMBER IN WORK AND PLAY			
NOTICABLY POOR MUSCULAR COORDINATION			
FOLLOWS DIRECTIONS			

BEHAVIOR IN RELATION TO THE GROUP

Shows self-dependence	Usually	Sometimes	Seldom
Shows self-control			
Appreciates the work of others			
Exhibits fairness in work and play			
Leads acceptably			
Follows willingly			
Uses courteous speech			
Tenseness—At ease	Overstimulated	Restless	Tense

SPECIAL INTERESTS

OUTSTANDING CHARACTERISTICS

NOTE: For items starred to the left, suggestions which have helped will gladly be given in conference with the next teacher.

Montclair Diagnostic Card—Grade I.

What Do You Think

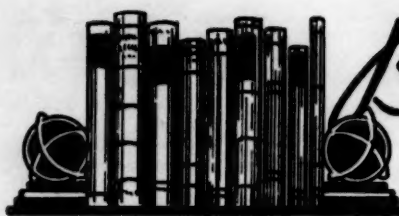
- Of a non-failure program?
- Of a school where no grades are considered;
- where social adjustment is the only basis for grouping?
- Of notes to parents substituted for report cards?
- Of pupils preparing their own report cards?

If You Are Interested

A limited number of books of sample report cards in use throughout the country are available on loan from the U. S. Office of Education, Washington, D.C. A set of sixty stereoptican slides of report cards from thirty-five cities are also available for committee use.

The Educational Research Service of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., has material on new developments in pupils' report cards.

The Association for Childhood Education has a national committee on records and record keeping that can give suggestions in this field.



Book REVIEWS

Editor, ALICE TEMPLE

READING READINESS. By M. Lucile Harrison. Boston: Houghton Mifflin Company, 1936. Pp. vii + 166. \$1.20.

In this volume will be found a body of information concerning the problem of reading readiness gathered from numerous articles and research studies not accessible to many teachers. The author has organized her material under four headings. In the first of these, "Factors Influencing Reading Readiness," the treatment is clear and comprehensive. The factors are discussed as they are related to intellectual, physical, or personal development. The pictographs accompanying the discussion are particularly illuminating. In summarizing the chapter, the author maintains that before reading is taught the major factors of readiness must be present "to such an extent that success is assured." She finds these chief factors to be "(a) adequate mental age, (b) good vision, (c) good hearing, (d) emotional stability, (e) adjustment to the school situation, and (f) the seven abilities which result from the preparation period of instruction in reading." (p. 30)

These seven abilities are familiar to all students who have given serious attention to the subject of reading readiness. They are dealt with under the author's second heading, "Instruction Fostering Reading Readiness." Here are offered detailed, practical suggestions for developing each of them at the kindergarten or, if necessary, the first grade level.

"The Testing Program" includes description and critical analysis of tests available for discovering readiness for reading instruction.

Finally, under "Placement and Remedial Program" is an elaborate chart, covering twenty-two pages, "which suggests evidences of deficiencies in connection with factors in readiness, the possible reading difficulties which might follow such deficiencies, and remedial suggestion for removing deficiencies." (p. 105) Teachers

of beginning reading will find this chart extremely useful.

Appendices containing a bibliography of sixty-five items, a list of one hundred children's books for the reading readiness program, a typical case study and an outline of problems and exercises for the student adds appreciably to the usefulness of this study. Every kindergarten and first grade teacher may well add this book to her professional library. It will be exceedingly useful also in teacher-training courses.—A. T.

THE ART OF THE STORY TELLER. By Marie L. Shedlock. Revised Edition. New York: D. Appleton-Century Company, 1936. Pp. xvii + 287. \$2.25.

Since the publication in 1915 of the first edition of this book there has appeared no single book to take its place. The new material of this second edition is found in Part Three, "A New List of Stories," compiled by Mary Gould Davis. Of this annotated list the compiler says: "Certain stories of Marie Shedlock's choice have been omitted from this new list because the source books are no longer available. In selecting the new stories her high standard and the wide range of her interests have been kept constantly in mind. For twenty years her book has been the surest guide toward the fine art of story-telling. Time and events have not changed its value. This new list has simply tried, through more recent sources, to follow the vitality and the integrity of her text." (p. 262)

For the benefit of any of our readers who may not be familiar with the original edition it may be said that Part One discusses in delightful and stimulating fashion such topics as essentials to be kept in mind by the story-teller, effective artifices to use in selecting material, etc. Throughout this discussion the author illustrates continually from her own experience in presenting

material to audiences of children. In Part Two are some eighteen stories from her own repertoire.

Those of us who had the good fortune to hear this charming English woman when she was lecturing and telling stories in the United States have a vivid and lasting impression of her artistry in this field.—A. T.

NOTES ON PUBLICATIONS RECEIVED

THE MOVIES ON TRIAL. *Compiled and edited by William J. Perlman, New York: The Macmillan Company, 1936. Pp. xi + 254. \$2.50.*

A symposium participated in by some nineteen "outstanding personalities of the stage, screen, pulpit, press, bench and classroom." It is an outgrowth of the recent attack on the movies by civic and religious leaders. Among the contributors are William Allen White, Judge Ben B. Lindsey, Edward G. Robinson and William E. Blatz.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1933-1934. *By Ruth A. Gray. Library Division, United States Department of the Interior. Bulletin No. 5. Washington, D.C.: Government Printing Office, 1935.*

The bibliography "lists 469 doctors' dissertations, 2763 masters' theses, and 274 studies reported as faculty research from 117 institutions of higher education."

OUR KINDERGARTEN: DESCRIBED TEACHING UNITS FOR THE KINDERGARTEN. *Prepared under the supervision of Hugh S. Bonar and Alice Brady. Manitowoc, Wisconsin: Board of Education, 1935.*

The units here presented for the second year of kindergarten represent five years of planned experimentation in the kindergarten, of Manitowoc. "During this time units were planned in advance, taught, checked for changes, rewritten, taught again, and finally compiled after groups of teachers had assembled their experiences growing out of each unit." There are units on the home, the community, transportation, nature interests, health and safety.

GROWTH AND DEVELOPMENT—THE BASIS FOR EDUCATIONAL PROGRAMS.

New York: Progressive Education Association, 1936. Pp. vii + 292. \$2.50.

Some forty-eight papers, in whole or in part, presented at the joint conference of the Chicago Association for Child Study and Parent Education and the Progressive Education Association held in Chicago, February 27-29, 1936. The title of this book was the central theme of the conference. In one or another of the several sections holding meetings at the same time were discussed problems related to parent education, teacher education, movies, dramatics, and numerous school subjects: arts and crafts, music, social science, reading.

FAMILY BEHAVIOR: A STUDY OF HUMAN RELATIONS. *By Bess V. Cunningham. Philadelphia: W. B. Saunders Company, 1936. Pp. 471. \$2.75.*

A text book for use in college courses on the family. Deals with "The potential role of families as organized units in society; the interaction of many and widely-differing families in typical modern neighborhoods; personal adjustments commonly involved in family living; the unique role of families in nurturing adult and child personalities."

THE YOUNG CHILD IN THE HOME. *By the Committee on the Education and Training of the Infant and Preschool Child, John E. Anderson, Chairman. White House Conference on Child Health and Protection. New York: D. Appleton-Century Company, 1936. Pp. xxi + 415. \$3.00.*

"A comprehensive survey of the conditions of child life, particularly of the infant and young child, in representative American homes." The study is based on a survey of three thousand families representing all geographic areas and all socio-economic levels.

AMERICAN FOUNDATIONS. *By Harold Coe Coffman. New York: Association Press, 1936. Pp. 213. \$3.00.*

A book which tells the story of the rise of foundations in the United States and their role

in the child welfare movement. The author points out significant changes which are now taking place in the controlling policies of these institutions.

OUTLINES FOR PARENT EDUCATION GROUPS: PRESCHOOL LEARNING. *By the Staff of St. George's School for Child Study. Toronto: University of Toronto Press, 1936. Pp. 77.*

Outlines for the study of ten topics of special interest to parents, with full bibliographies.

BOOKS FOR CHILDREN

Reviewed by May Hill Arbuthnot

TELL ME A BIRTHDAY STORY. *By Carolyn Sherwin Bailey. Drawings by Margaret Ayer. New York: Frederick A. Stokes Company, 1935.*

THE CHILDREN OF THE HANDCRAFTS. *By Carolyn Sherwin Bailey. Drawings by Grace Paull. New York: Viking Press, 1935. Pp. 192. \$2.00.*

These two books by Carolyn Bailey relate stories about real children that are both interesting and informative. The birthday series includes a biography of one notable person for every month in the year and a list of other famous people born in each month.

The handcraft series presents the childhood of Americans who later became famous in a craft. From the sampler of Lora Standish to the silver of Paul Revere, the furniture of Duncan Phyfe and a new story about Johnny Appleseed, these tales are authentic and delightful. Both of these books are excellent sources for teachers, and children from eight to twelve will enjoy reading them.

KINTU. *Written and illustrated by Elizabeth Enright. New York: Farrar and Rbinehart, Inc. 1936. Pp. 54. \$1.00.*

In the field of children's literature, one of the most delightful books of the year is undoubtedly *Kintu*. It is a story of the Congo, but the theme is universal. The chief's son conquers fear. The tale is told with humor and

many picturesque details that will delight children from six years old on. The illustrations are in gorgeous colors and effective design. Altogether, this is a rare book for young children, combining excellent plot and charming style with distinguished illustrations.

OVER IN THE MEADOW. *By John Anthony Hartell. New York: Harper and Brothers, 1936. Unpaged. \$2.00.*

Mr. Hartell has taken an old nursery rhyme of the counting type and with an illustration for each of the ten verses has made a beautiful picture book for children two to six years old. Each of the ten counts involves some live creature, so the child can count turtles, ducks, frogs, fish and even beavers with profit and delight. The pictures are really choice and it is a pity that the price of so usable a picture book should be two dollars.

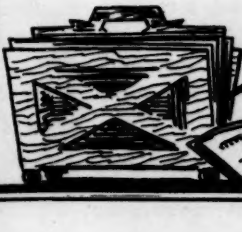
PIG-O-WEE. *Written and illustrated by Ellis Credle. Chicago: Rand McNally and Company, 1936. Unpaged. \$1.00.*

High in the Blue Ridge Mountains lived Pig-O-Wee, a skinny mountain pig. She was apparently good for nothing and she almost ate Lem, his Mammy and his Pappy, out of house and home. How Pig-O-Wee finally provided them with the long desired "tune box" is a delightful tale. It follows a repetition pattern, is thoroughly entertaining, and will delight children from six years old on. Miss Credle's crayon sketches in blue and brown add much to the charm of this story.

FIVE LITTLE BEARS. *By Sterling North. Illustrated by Hazel Frazee. Cover and end papers by Clarence Biers. Rand McNally and Company, 1935. \$0.50.*

Five little black bears, with the help of a can of white paint, turn themselves into polar bears. They fool everyone except the old polar bear. She puts them to the ice water test and they are glad enough to be black bears again. This is really hilarious nonsense in the kind of beguiling fun that both preschool children and their adult companions cannot help but enjoy.

Editor, LAURA HOOPER



Among... THE MAGAZINES

In browsing among the magazines, each member of a school staff reads according to his own needs and interests. As we share these interests we grow in our understanding of each other and of the problems involved in teaching.

An administrator, a psychologist, a supervisor, and a teacher in the Newton, Massachusetts, schools have contributed these reviews.—L. H.

THEATRE ART AS EDUCATION. *By Victor D'Amico. Progressive Education, May, 1936.*

Mr. D'Amico points out that although drama has had a place in the school program for many years, it is only recently that its real educational values have been appreciated. Formerly, the show itself was of supreme importance, and all effort was toward perfection of performance. As a result, the child often became a mere puppet of adult stage tricks and skills.

More recently, however, we find progressive schools, throughout the country, utilizing the child's dramatic instinct and interests and organizing the entire program about the theatre project. Such a project presents a "nucleus for integrated teaching" since it calls for expression in the fine, the mechanical and the industrial arts as well as in music and rhythm. It is also in close touch with the social studies, and works directly with literature and language.

The drama may be the means of "motivation for every kind of child activity, and also the means of developing the needs and interests of all types of children." We find that theatre art appeals to all children and often brings out talent which the other arts have failed to develop.

In the theatre workshops, each child may indulge his personal interest by making a mask or costume, constructing settings, and creating backgrounds. Incidentally, he is "gaining necessary skills and techniques through the various processes and materials which demand technical

perfection and workmanship to insure practical results and safety."

It is important that we keep the needs and interests of varying age groups in mind. "The development of theatre art closely parallels the development in dramatic interest." Its growth is roughly divided into three parts which cover the elementary and secondary levels.

In the first stage, we find spontaneous dramatic play. The child improvises his action and story, is satisfied with the simplest of costumes, and feels no need for scenery. "His imagination makes up for what reality lacks."

In the second stage, the child's dramatic and art sense are more developed. At this time the children compose their own plays, design and make costumes and settings which "enrich their experience and add greatly to their pleasure."

In the third stage, the children prefer professional plays. If they compose their own plays, "they pattern them after professional plays in style, language and story." They choose plays that have many elaborate settings, and will make any sacrifice to have the production a success. "One advantage of the play project is that every service is indispensable to its success. The child who drives nails into the scenery and the child who designs the setting are performing equally necessary services."

In conclusion, Mr. D'Amico says, "We have recognized in theatre art a new and vital force for creative teaching. Whatever our success or satisfaction has been through it, it is comparatively small in relation to the possibilities still awaiting us."—MILDRED ROSE, Teacher of Art

WHEN THEY ASK: WHAT CAN I DO NOW. *By Martha Wirt Davis. Parents' Magazine, July, 1936.*

In this article a mother gives excellent suggestions for turning various interests of children into worthwhile projects. She tells how to

utilize the impulse for collecting, the urge for dramatization, the desire to imitate some grown-up activity and very cleverly gives help for the question, "What would you do if you had two boys who couldn't think of anything besides detectives and Dick Tracy? That's all they play. Stick 'em up! You're dead! Bang, bang!"

She warns against assuming adult attitudes toward children's collections. Her children took great pride, not only in acquiring each new article, but in learning all about it when she treated it with respect instead of sweeping it into the closet as junk. She admits that at first she did not feel equipped to foster a museum, her boy's particular project, but she tells how she learned and how the outcomes repaid her "over and over." She states the part that adults must have in all these activities and why adult guidance is necessary.

Teachers of young children, especially, will appreciate the stimulus of the possibilities suggested by this article.—ANNIS M. STURGIS, School Psychologist

INDIVIDUALIZING INSTRUCTION IN READING. By J. J. Worlton. The Elementary School Journal, June, 1936.

Recognition of the inadequacies of the traditional method of teaching reading led a group of teachers in Salt Lake City, Utah, to an intensive study of its causes and effects and also to the development of reading techniques designed to meet the problem of individual differences. It was found that one type of instruction, use of one book (basic reader) and the same reading activity for all, failed to meet the needs of even a homogeneous group because of the wide range of reading ability and interest within any such a group.

In the experimental classroom organization and reading techniques, certain basic goals were observed such as minimum essentials, use of scientific aids, groupings and intergroupings. Certain changes or departures were notable: provision for a rich variety of carefully organized reading materials, including a basic reader; numerous sets of books of two or three copies, and a miscellaneous set of single copies, the more numerous the better. Large content units of learning were encouraged with careful classifica-

tion of reading materials according to difficulty. Last, but of prime importance, measuring and guiding individual achievement.

Procedure was divided into three parts—planning, executing, evaluating. Planning involved all members of the class and was concerned with the selection of the unit, entailed reading, individual and class activities necessary for accomplishing the objectives, acquaintance with related reading materials available for both class and individual work.

When the plans were completed, the class activities were undertaken first so that a general background could be established for the pursuit of independent projects by individuals. Next, the pupils undertook their own chosen activities. The teacher during this interim encouraged, guided, helped and checked the individual as he progressed at his own momentum, according to his own abilities, interests and tastes. After this period of independent study came the time for sharing findings through discussion, dramatization, or readings.

Last, the work was evaluated by class and teacher from the point of view of content, achievement and especially, reading skills. Individual recordings were utilized in the conscious emphasis on individual growth.

The experimental classroom organization and reading techniques were adjudged to be an improvement over the conventional procedures in numerous ways, the most pertinent being that all types of children have better opportunities to learn to read and so all children have improved opportunity to learn.—DOROTHY WHITE, Classroom Teacher

AN EXHAUSTED PARENT SPEAKS. Anonymous. Harper's Magazine, July, 1936.

There is food for thought for the modern educator as well as for the modern parent in this article. Are there "no others" for the youth of today? This parent says "no" and adds, "My own children were born at a time when the family was no longer dominant. People had come to believe in the paramount importance of the child. I wonder if ever in the history of the world there were or will be such devoted, self-obliterating parents as we were!"—LAURA HOOPER, Director of Elementary Education

Editor, JOHN A. HOCKETT



Research...

ABSTRACTS

The editors take pleasure in announcing that John A. Hockett, lecturer in education at the University of California in Berkeley, has accepted the editorship of Research Abstracts for the coming year. Beth L. Wellman, who so ably edited this section last year, resigned in June. We are particularly fortunate in securing Dr. Hockett.—D.W. and F.M.

GROWTH IN INTELLIGENCE UNDER DIFFERING SCHOOL ENVIRONMENTS. By Beth L. Wellman. *The Journal of Experimental Education*, December, 1934, 3:59-83.

A previous study by Dr. Wellman indicated that significant gains in intelligence were made by children during their attendance in the preschool laboratories and the elementary and junior high schools associated with the State University of Iowa. The present study was undertaken to secure further evidence on this problem and to indicate possible causes for the unusual growth in intelligence quotients.

In the first part of the study, the growth in I.Q. of a group of children during their attendance in the university schools is compared with the mental growth of the same children following their transfer to other schools. Several groups involved show average gains in I.Q. ranging from eight to fourteen points while attending the University schools. These gains were maintained but were not increased after the children transferred to other schools.

Another comparison involves children who transferred from the university schools with matched groups who remained in these schools. The results of this comparison were: (1) although the two groups were alike at the age of four, and (2) continued to be similar in their intellectual growth as long as they all remained together, (3) after transferring, one group made no further gain while those who remained

in the university school continued to gain.

The third part of the investigation involves a comparison of children two, three and four years of age attending the university nursery school with equivalent groups who remained at home. Here, also, those attending the preschool gained significantly while those at home did not.

An additional result of the study is that the larger gains were made by the children with lower I.Q.'s and smaller gains by the brighter ones.

In her interpretation, the author points out that the commonly accepted view of the constancy of the I.Q. is confirmed by the failure of children to gain after they are transferred to typical school situations. This is true, of course, only for groups, since the mean change for the individual was approximately eleven points. She suggests that several factors may play a part in promoting the growth in I.Q. of the children in the university schools. With preschool children, these important influences may be the variety of play materials and equipment and daily contact with many children. On the elementary school level the child may be more strongly stimulated in a class where the average I.Q. is 120 and where the teaching is adapted to that level of ability. The conclusion is rather overwhelming that the intellectual development of children is substantially promoted by a stimulating school environment.

A STUDY OF THE INFLUENCE OF MANUSCRIPT WRITING AND OF TYPEWRITING ON CHILDREN'S DEVELOPMENT.

By Edith Underwood Conard. *Journal of Educational Research*, December, 1935, 29:254-265.

Evidence of the educational merits of the use of the typewriter in the elementary school was presented a few years ago by Wood and Free-

man.¹ Additional data are presented in this study involving a comparison of the influence of manuscript writing and of typewriting in the lower grades.

One hundred and fifty children in Grades II, III and IV were involved in the experiment which lasted approximately six months. One class of children in each grade used the typewriter for all of their written work. The paired classes used manuscript writing exclusively. The corresponding groups were considered substantially equivalent in mental age and chronological age. The use of the typewriter was a novel experience to all of the children, while the third and fourth grade pupils had had experience in manuscript writing for some time. Only a small amount of time was devoted to special practice in either typewriting or handwriting but the children were encouraged to write generously in connection with their regular work. The attempt was made to give equal emphasis to speed and quality. Tests were given four times during the experiment.

In the classes where typewriters were used, the teachers and pupils alike were enthusiastic over their experiences. Teachers considered that interest was promoted and that pupils' writing needs were more satisfactorily met through use of the typewriter. The children liked typewriting because it was more fun; it was not so tiresome; it resulted in work that was more easily read.

The author comes to the following conclusions: with children physically immature, as in the second grade, growth in both speed and quality of handwriting is slow. There was more improvement in quality of typewriting than in speed with the immature children.

The group using the typewriter in the third grade made the greatest gain in speed and in quality, not only in typewriting but also in manuscript writing. The greater gain in speed of typewriting was accompanied by an increase in errors. It is significant that typewriting seemed to have a beneficial effect upon both speed and quality of handwriting.

In the fourth grade, however, the typewriting group made less than half the gain in speed of

handwriting made by the non-typewriting group, with somewhat greater gain in quality. The latter group made a large gain in speed of handwriting. The author concludes that children in this grade can develop speed whenever they set out to do so. The final conclusion is that quality in handwriting need not be sacrificed because of the use of the typewriter if the teacher is alert to the problem.

A STUDY OF THE PROCESS OF WORD DISCRIMINATION IN INDIVIDUALS BEGINNING TO READ. By Mary Buffum Hill. *Journal of Educational Research*, March, 1936, 29:487-500.

In this experiment the purpose was to study analytically certain types of errors in word discrimination characteristic of beginners in reading. The first step was to construct, according to logical plan, word discrimination tests that would sample a wide variety of possible confusions. These tests were administered to three groups of children, totalling eighty-seven individuals at or shortly before the beginning of instruction in reading. After ten to fourteen weeks of instruction, the tests were given again. Achievement tests were also given, involving the recognition of sample words taken from the primers used by the group. Stanford Binet mental ages and intelligence quotients were secured.

The procedure in administering the discrimination tests was as follows: Children were tested in small groups. Each child had a test blank containing various word forms. A card was placed in a specially devised holder and the attention of the children was directed to the word form. They were then asked to mark on their papers something that looked "just like" the form on the card. They were then asked to see if there was "another one" just like it in the same row. No time limit was used.

The experimenter found that the beginning and end of words were used as cues much more frequently than the middle. Failure to observe the middle portion of the words led to the largest number of errors. The children were able to discriminate quite effectively single non-reversible letters presented in isolation.

In the initial tests the addition or omission of

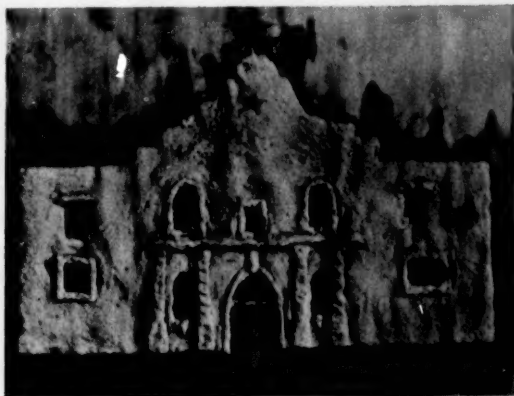
¹ *An Experimental Study of the Educational Influence of the Typewriter in the Elementary School Classroom*. By Ben Wood and Frank N. Freeman. New York: Macmillan Company, 1932.

a single letter in words otherwise the same was not noticed in nearly thirty percent of the cases. After the period of instruction this percentage was decreased to less than ten. More difficulty was caused by reversible letters appearing in words than when the same letters appeared in isolation.

The re-tests showed that the reading instruction reduced the number of errors and also strengthened the tendency of the children to give more attention to the beginnings of words. Using the multiple correlation technique, it was found that the scores from the word discrimina-

tion tests given at the time of beginning instruction in reading contributed only slightly to the prediction of achievement over and above the prediction given by mental age alone. This is substantially the same conclusion reached by E. C. Deputy in his study, "Predicting First Grade Reading Achievement," in 1930.

The author compares her findings with those of Meek, Teagarden and Orton and notes marked similarity, with the exception of Orton's findings. Her study does not substantiate Orton's view that most confusions are due to difficulty in orientation.

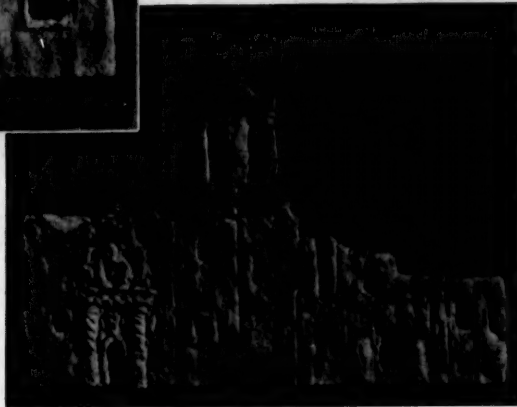


The Alamo, San Antonio, Texas

The Time: March 30-April 3, 1937
(Week following Easter)

The Place: San Antonio, Texas

Headquarters Hotel: The Plaza



Mission San Jose, San Antonio

The Invitation: The Texas State Association for Childhood Education invites you to attend the Forty-fourth Annual Convention which is to be held in San Antonio, March 30-April 3, 1937. San Antonio, the City of Contrasts, with its unique historical background centering around the Alamo and the modern charm of its parks, homes and business centers, has become a winter resort and an army center. Here, delegates and visitors are assured a hearty western welcome tem-

pered with all the warmth of the South.—Lucy Claire Hoard, President, Texas State Association for Childhood Education.

The invitation from the State of Texas was accepted at the 1936 Convention in New York City. Program plans for the 1937 Convention are now well under way with Olga Adams, a member of the Executive Board of the Association, serving as chairman.

Plan now to spend your spring vacation in San Antonio.

A.C.E. 1937 Convention



News . . . HERE AND THERE

MARY E. LEEPER

NEW A.C.E. BRANCHES

Already three new Branches have enrolled for 1936-37:

Southern Oregon Normal School Primary Council, Ashland, Oregon

Kingsport Association for Childhood Education, Kingsport, Tennessee

The Evalina Harrington Club, El Paso, Texas
Reinstated: Louisville Kindergarten Alumnae Club, Louisville, Kentucky

A.C.E. SUMMER GROUPS

Do A.C.E. Branches stop work in the summer? Not all of them. From Peabody College, Nashville, Tennessee, comes this news: "Last night a group of summer students organized an A.C.E. Branch. Representatives of twenty-one states were present."

From Kent, Ohio: "For the last few years we have had, at the request of the students, a summer organization of the A.C.E. Kindergarten-Primary Club. This year we have seventy-three kindergarten-primary majors, a fine, enthusiastic group who carry on many interesting activities."

The secretary of the A.C.E. at Harrisonburg, Virginia, State Teachers College, writes: "We have a group of people here in summer school interested in the A.C.E. A special meeting was held August 18th at which a representative from Headquarters office spoke to us about A.C.E."

When the Executive Secretary arrived in Austin, Texas, for an unexpected visit at the University of Texas, she found a delightful A.C.E. garden party in progress. Dr. Cora Martin, adviser of the A.C.E. Branch, was the hostess.

Jennie Wahlert writes from Teachers College, New York City: "There is a splendid representation of A.C.E. members here this summer, and some students who have never heard of the organization. Three hundred forty people attended a special A.C.E. dinner on the eleventh of August."

NEWS OF A.C.E. MEMBERS

Helen M. Reynolds, president of the A.C.E., spent the week following the New York convention in Washington, D.C. While in Washington, in company with Miss Marie Butts, Miss Reynolds was the guest at dinner of President and Mrs. Roosevelt. Before returning to Seattle she visited schools and A.C.E. Branches in Philadelphia, Miami, Nashville, Cincinnati, Chicago, Los Angeles, and Oakland. Miss Reynolds officially represented the A.C.E. at the meetings of the American Home Economics Association in Seattle in June, and the National Education Association in Portland in July.

Olga Adams, A.C.E. vice-president representing kindergartens and director of senior kindergarten in the University of Chicago Laboratory School, taught in the summer session of the College of Charleston, Charleston, South Carolina. On her way to Chicago, she spent two days at A.C.E. Headquarters in Washington.

Evlyn Chasteen, a member of the A.C.E. Kindergarten Committee, was elected one of the vice-presidents of the N.E.A. at the July meeting of that body in Portland. Miss Chasteen is former president of the California Kindergarten-Primary Association, and president of the Teachers Association, Oakland, California.

Pauline Rutledge, instructor for a number of years at the Normal School, Towson, Maryland, becomes principal of the Brooklyn Ethical Culture School this fall.

Harold Anderson, recently with the Child Welfare Research Station at the University of Iowa, has been appointed assistant professor of psychology at the University of Illinois.

Dorothy Willy, editor of *Childhood Education*, and instructor at the Chicago Normal School, spent the summer in Europe. A letter from Miss Willy describing her trip abroad will be published next month.

Alice Keliher, chairman of the Committee on

Human Relations of the Progressive Education Association, directed the Progressive Education School in Montevallo, Alabama, this summer. We are hoping to have a story in a later issue of some of the interesting experiments in administration and curriculum which Miss Keliher directed.

A WEEK IN TEXAS

In June, the Executive Secretary of the A.C.E. enjoyed a pre-convention trip to Texas. What a week of fun, work, inspiration and learning under the guidance of A.C.E. members in Dallas, Fort Worth, Waco, Austin, San Marcos, San Antonio and Houston! This visit was a foretaste of the joy in store for all who attend the 1937 convention in San Antonio next spring. Friendliness, enthusiasm, beautiful things to see, wonderful stories to hear, alert educators, interesting and adequate school buildings—Texas has them all. They have promised that the blue bonnets will bloom for the A.C.E., March 30-April 3, 1937. Be sure to include in your Branch program for 1936-37 plans that will make it possible to send several delegates to San Antonio next spring.

A FIELD TRIP FOR THE ASSOCIATE EDITOR

In October, Frances McClelland, associate editor of *Childhood Education* and editor of A.C.E. educational bulletins, will spend some time in New England, visiting schools and holding conferences with groups that are particularly interested in the welfare and educational guidance of young children.

STUDENT CLUB SUBSCRIPTION PLAN

Last year a number of undergraduate students received *Childhood Education* under this Student Club subscription plan: Ten or more students may subscribe to *Childhood Education* at the special rate of \$1.50 each, with the understanding that all copies will be sent to one address, and that full payment and the name and home address of each student shall accompany the order. Many teachers in training schools use *Childhood Education* as reference material and each student needs her own copy. The Association is glad to cooperate with students and teachers by offering this special Student Club plan.

FILM OF "A KINDERGARTEN DAY" AVAILABLE

Julia Wade Abbot, director of kindergartens in Philadelphia, has prepared, in moving picture form, the story of a day in the Philadelphia kindergartens. Through this film parents in your community can see something of what children really do and learn in the kindergarten. The A.C.E. has purchased this film and will rent it to responsible groups. Write for information to A.C.E. Headquarters, 1201 Sixteenth St., N.W., Washington, D.C.

N.E.A. KINDERGARTEN-PRIMARY DEPARTMENT

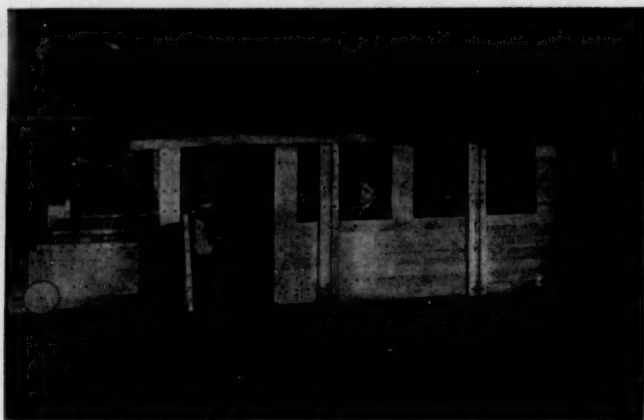
When the National Education Association met in Portland, Oregon, in July, the Kindergarten-Primary Department held several interesting conferences. The officers for this department for the coming year are: President, Mrs. Ada J. Farmer, Portland, Oregon; Vice-President, Evelyn Bird, Atlanta, Georgia; Secretary-Treasurer, Anne O'Neill, Monmouth, Oregon.

FIRST KINDERGARTEN A CENTURY AGO

The year, 1937, is the one-hundredth anniversary of the first kindergarten. Established by Froebel in Blankenburg, Germany, it was called "Small Children Occupation Institute," or the "Institute for Fostering Little Children." Edna Dean Baker, chairman of the A.C.E. Advisory Committee, will direct a country-wide celebration of this event. Some of the features will be: A pageant showing the trend of early childhood education through the years, a pictorial history in map or poster form, articles in educational and general magazines, special programs in connection with conventions and conferences, exhibits, and the publication of a history of the development of kindergartens in the various sections of the United States. This celebration will deepen and widen public interest in early childhood education. Watch for further announcements.

FEDERAL CHILDREN'S BUREAU

Every teacher needs to know about the activities of this bureau of our government and how to use its services. A six page reprint, "Activities of the Federal Children's Bureau During 1935," may be secured by writing to the Children's Bureau, U. S. Department of Labor, Washington.



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